Lyons Township High School

1928–1929

FORTIETH ANNUAL

YEAR BOOK OF THE LYONS TOWNSHIP HIGH SCHOOL

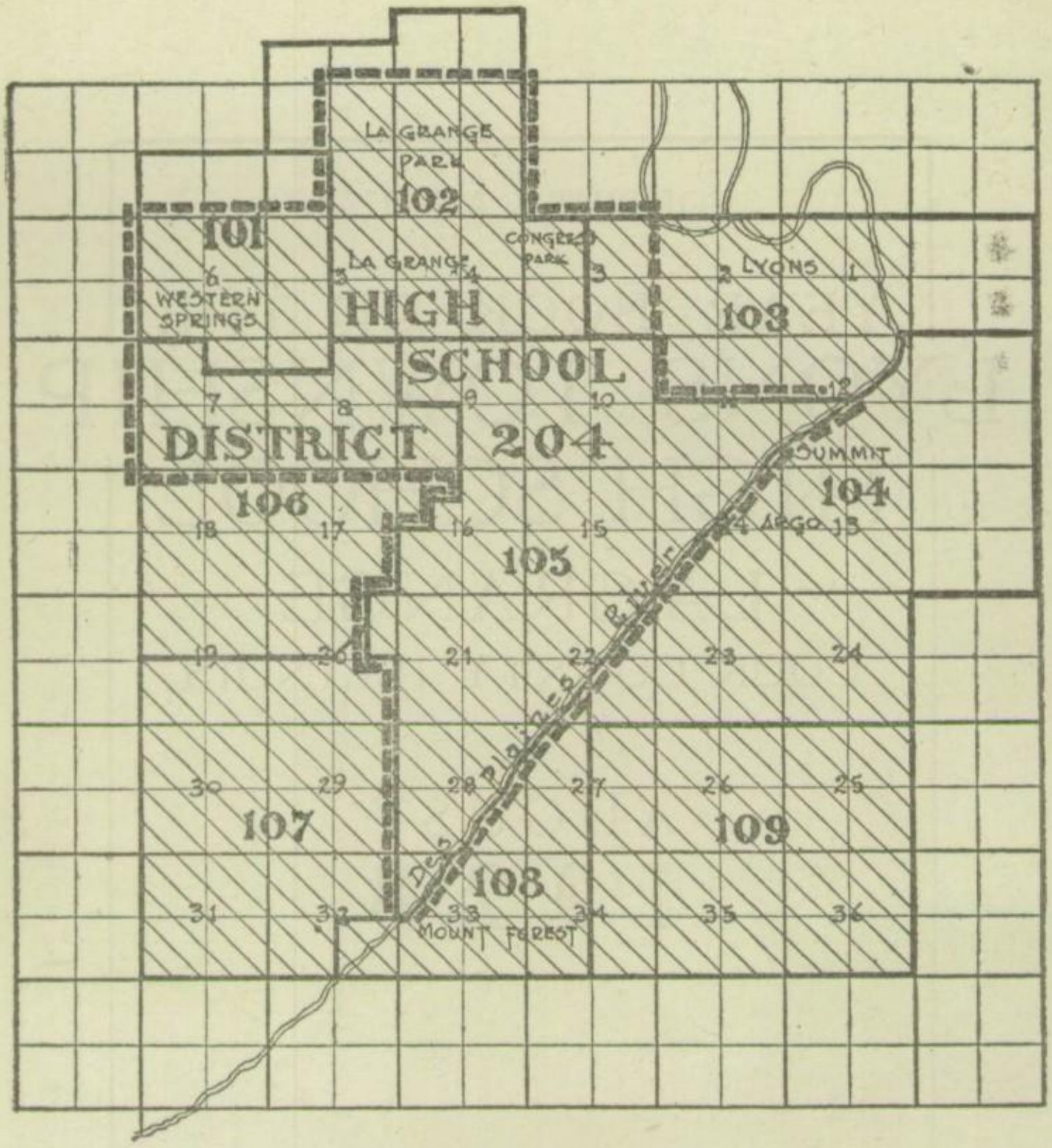
LA GRANGE

COOK COUNTY, ILLINOIS

AUGUST

1928

CITIZEN PUBLISHING COMPANY
LA GRANGE



MAP OF HIGH SCHOOL DISTRICT 204

The area of the original Lyons Township High School District, technically known as District 204, is shown by the diagonal shading covering thirty-six square miles composing the township of Lyons and in addition thereto the village of La Grange Park containing one and one-half square miles.

This territory is subdivided into nine grammar school districts as shown.

On May 4, 1920, the Ex-Officio Board detached all of grammar school districts 104, 107, 108 and 109 and parts of 103 and 106. The present area of the district is bounded by the heavy broken lines.

CALENDAR FOR 1928-1929

1928

September	8	(Saturday) . . .	Teachers' Meeting
September	10	(Monday) . .	First Semester Begins
October	19	. . . . .	First Period Ends
November	29, 30	. . . . .	Thanksgiving Recess
November	30	. . . . .	Second Period Ends
December	22	(Saturday) .	Christmas Vacation Begins

1929

January	7	(Monday . .	School Work Resumes
January	25	. . . . .	Third Period Ends
January	28	. . . .	Second Semester Begins
February	22	(Friday) . .	Washington's Birthday
March	8	. . . . .	Fourth Period Ends
March	29	(Friday) . .	Spring Vacation Begins
April	8	(Monday) . .	School Work Resumed
April	26	. . . . .	Fifth Period Ends
May	30	(Thursday)	Decoration Day
June	7	. . . . .	Senior Work Ends
June	13	(Thursday) . . .	Commencement

Lyons Township High School
Board of Education
Phone 458

ROBERT C. FLETCHER, President . . . LaGrange

Residence, 224 S. Stone Ave. Telephone, LaGrange 217. Chicago address, 179 W. Washington St. Telephone, Main 4710. Term expires, 1931.

EDWARD HERBERT . . . . LaGrange

Residence, 308 S. Spring Ave. Telephone, LaGrange 603. Chicago Address, Western Electric Co., Hawthorne Station. Telephone Lawndale 5000. Term expires 1929.

ARTHUR B. HALL . . . . . LaGrange

Residence, 133 S. Spring Ave. Telephone, LaGrange 507. Chicago Address, 407 S. Dearborn St. Telephone Harrison 2241. Term expires 1930.

LEONARD H. VAUGHAN . . . Western Springs

Residence, Central Avenue. Telephone, Western Springs 805. Chicago Address, 10 W. Randolph Street. Telephone, Central 1883. Term expires, 1930.

JOSEPH M. PRATT . . . . . LaGrange

Residence, 109 S. Waiola Ave. Telephone, LaGrange 207. Chicago address, First National Building, Room 500. Telephone, Randolph 0820. Term expires 1931.

G. W. WILLETT, Secretary . . . . LaGrange

Residence, 428 S. Spring Avenue. Telephone 2599.

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Messrs. Herbert and Pratt

FINANCE AND INSURANCE

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BUILDING AND GROUNDS

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Regular Board Meetings on the first Monday of each month.

Teachers 1928-1929

GEORGE WALTER WILLETT
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A. B. Des Moines. A. M. University of Iowa.
Ph. D. University of Chicago.

B. E. GORDON
ASSISTANT PRINCIPAL AND DRAFTING
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Kent School of Law.

LUCILE AUCUTT
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A. B. University of Wisconsin.

IRMA MARGARET BARNES
SPANISH
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University of Chicago.

CLAIRE BRERETON
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Ph. B. University of Chicago.

KATE LOUISE BROWN
SEWING
B. S. Lincoln College. B. E. Columbia College of Expression.
Columbia University.

DAVID CAMERON
ENGLISH AND ATHLETICS
Ph B. University of Chicago.

AGNES CARNEY
ENGLISH AND LATIN
A. B University of Iowa A. B. University of Chicago.

EFFIE CASE
LATIN
A. B. University of Wisconsin. A. M. University of Wisconsin.

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COMMERCIAL
A. B. and A. M. University of Minnesota.

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S. B. University of Chicago.

CLARENCE DISSINGER
MUSIC
A. B. Northwestern College. B. M. Bush Conservatory.
M. A. Columbia. Kansas State Teachers College.

GRACE DOHERTY
ENGLISH
A. B. Earlham College.

MINNIE B. ESTLE
ALGEBRA
Ph. B. Des Moines. University of Chicago.

EMILY ETHELL
LIBRARIAN
A. B. Colorado College. S. B. Simmons College.

GLADYS GILLILAND
ALGEBRA
A. B. Muskingum. Northwestern.

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University of Illinois.

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MANUAL TRAINING
Stout Institute. Michigan Agricultural College.

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University of Wisconsin.

LAURA FRANCES HUNTER
FRENCH
A. B. Beaver College. Columbia University.

ALTA JACOBSEN
DEAN OF GIRLS AND HISTORY
A. B. University of Wisconsin. University of Chicago.

LEON JOHNSON
CIVICS AND PHYSICAL TRAINING
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A. B. Northwestern University. University of Wisconsin.

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L. E. A. LING
MATHEMATICS
University of Wisconsin. University of Chicago.

LEAH MAGEE
COMMERCIAL
A. B. Northwestern University. Gregg School.

RUTH McCUSKER
ENGLISH
A. B. Eureka. A. M. University of Wisconsin.

ALICE McKINNEY
DOMESTIC SCIENCE
S. B. Iowa State College.

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ART AND COMMERCIAL
Denison University. Macomb Normal.
University of Chicago, Ph. B.

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STUDY RESEARCH
A. B. and A. M. University of Illinois.

JOHN W. PAYNE
HISTORY
A. B. University of Illinois.
University of Chicago.

DOROTHY ROADSTRUM
ENGLISH
A. B. Knox College. Northwestern University.

WILLIAM H. RUNYON
HISTORY
A. B. and A. M. Princeton University.

KATE W. SMITH
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A. B. Mt. Holyoke College. University of Chicago.

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A. B. Northwestern College.

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PHYSICAL TRAINING
S. B. University of Illinois.

LULA B. THOMPSON
LATIN AND MATHEMATICS
A. B. Oberlin College.

ALICE THOMSEN
COMMERCIAL
B. C. S. University of Iowa.

J. F. TOWELL
MATHEMATICS
B. S. Kansas State Teachers College. A. M. University of Chicago.

HILL WARREN
MATHEMATICS
A. B. University of Illinois. A. M. University of Illinois.

GENEVIEVE WAGNER
COOKING AND CAFETERIA
B. S. Iowa State College

ALBERT W. YOUNGBLOOD
ALGEBRA AND DRAMATICS
A. B. University of Indiana.
University of Chicago.

MARIAN D. HOMER
HANNAH SAFT
MARGARET DAVIDSON
OFFICE

H. C. GRIFFIN . . . . Engineer

Financial Statement
Lyons Township High School

For the Year Ending June 30, 1928.

Expenditures authorized by the Board of Education during the period July 1, 1927, to June 30, 1928, and the corresponding figures for the year 1926-1927.

Acct. No.		1926-1927		1927-1928	
42	GENERAL CONTROL:				
	School Board and Business Office	$	$ 4,493.59	$	$ 4,879.28
43	INSTRUCTION:				
	Teachers and principal	101,642.00		112,215.00	
	Pensions	535.00		620.00	
	Text Books, Stationery and Class Room Supplies	2,008.61		2,970.17	
	Tuition for Transferred Pupil	1,040.00	105,225.61	1,480.00	117,285.17
44	OPERATING PLANT:				
	Janitor, Engineer & Lunch Room Manager	9,954.00		11,821.00	
	Fuel	3,213.01		4,208.43	
	Water	221.18		292.18	
	Light and Power	3,212.64		3,866.09	
	Janitor's Supplies, Telephone, Laundry, Piano, Rent, etc.	1,870.98		1,782.47	
	Gas and Ice	246.02	18,717.83	308.88	22,279.05
45	MAINTENANCE OF PLANT:				
	Repairs, Replacement, and Insurance		8,470.75		5,744.23
	Library	319.91		552.35	
	Promotion of Health	61.46		149.70	
	Transportation of pupils	2,051.55		2,160.20	
	Vacation School				
	Lunch Room				
	Miscellaneous	2.65	2,435.57	515.81*	3,378.06
			$139,343.35		$153,565.79

*Refund on locker keys $300.00
Refund in Science Dept. $115.00

48	CAPITAL OUTLAY:				
	New Building	$228,755.21	**$ 10.820.00 †$217,628.52		
				$308,174.26	
	New Equipment	4,059.78		7,135.96	
	Interest on Account of Building	5,055.89	237,870.88	13,826.01	329,136.23
			$377,214.23		$482,702.02

**1921 addition.
†1927 addition.

Finance Committee's Report on Receipts and Disbursements for the School Year 1927-1928

RECEIPTS	Educational Fund	Building Fund	Total
Cash Balance, July 1, 1927	$ 17,491.01	$ 10,825.63	$ 6,665.38
Balance 1926 Taxes	17,072.11	6,314.34	23,386.45
1927 Taxes received prior to July 1, 1928	121,908.37	52,246.44	174,154.81
Miscellaneous accounts	8,205.71		8,205.71
Interest from County Collector		172.76	172.76
Sale of Bonds		175,000.00	175,000.00
Accrued interest on Bonds		1,030.55	1,030.55
Donation Grand Lodge		2,000.00	2,000.00
Totals	$164,677.20	$225,938.46	$390,615.66
DISBURSEMENTS			
Teachers Warrants	3,197.50		3,197.50
General Warrants	42,925.30		42,925.30
Pension Fund—1926-27, 1927-28	1,155.00		1,155,00
New Building		305,030.25	305,030.25
New Equipment		8,613.94	8,613.94
Interest—on account of building		13,826.01	13,826.01
Totals	47,277.80.	327,470.20	374,748.00
Cash Balance	117,399.40	101,531.74*	15,867.66
Totals	$164,677.20	$225,938.46	$390,615.66

*Deficit.

Outstanding indebtedness—		
Bonds		350,000.00
Floating indebtedness		
Teachers warrants	$111,226.50	
Architects certificates on Building	27,976.96	139,203.46
Total		$489,203.46

RESOURCES FOR YEAR 1928-1929

Cash on Hand July 1, 1928	$ 15,867.66	
1927 Taxes	40,000.00	
1928 Tax Levy		
Education	190,000.00	
Building	75,000.00	
Total		$320,867.66

Respectfully Sumbitted

LEONARD H. VAUGHAN

ARTHUR B. HALL

Finance Committee.

Report of the President

With the school year of 1928-1929, Lyons Township High School is beginning another era in its steady development.

The addition to its material equipment makes possible greater progress than in the past. With a strong and capable faculty, and the cooperation of an earnest student body, the value of the school to our district will continue to enhance.

The Board and the Faculty are united in believing that a good physique is an important part of a well rounded education. The boys' new gymnasium which was used during part of the last school year has contributed greatly to the programme of physical education. An important adjunct is a four lane 75 yard indoor straight away track specially floored for its purpose. There is also provided a room specially equipped for corrective gymnastic work.

The older gymnasium, with its lockers and showers, has been renovated and will be devoted exclusively to the physical training of the girls. Miss Catherine Thompson who comes to our school from Clayton, Missouri, after a successful regime and a voluntary and regretful departure, will be in charge of the physical education of girls.

Ideas of those expert in physical education concerning the methods of attaining desired physical fitness have been gradually changing and progressing so that, instead of a programme of calisthenics and expert gymnastic exercises not particularly attractive to the average student, result is sought and, in an increasing degree, attained by a combination of gymnasium work and participation in the so-called athletic activities requiring more or less field area.

In accord with the latter idea, the Board has acquired for the district 264 feet of frontage on Cossitt Avenue immediately west of the present athletic field. This addition for Emmond Field will give it nearly 800 feet of frontage on Cossitt Avenue extending north to the property of the Chicago, Burlington and Qunicy Railroad.

The development of this tract to serve the athletic needs of a rapidly growing school and also to accommodate the constantly increasing number of those outside the student body who are interested in athletics is being given careful study by Messrs. Pratt and Vaughan of the Board and Messrs. Stenger and Gordon of the Faculty. It is expected that a plan will be adopted and some preliminary work commenced before the end of this year.

In addition to the above work the Board has authorized the construction of tennis courts to occupy the unused space at the southwest corner of the block on which the school building stands. It is expected that these courts will be constructed before the coming winter and be ready for early spring use.

The Board feels that the work above outlined is necessary for the development of the High School plant for its proper uses and believes that with all the facilities so willingly made possible by the people of the District, our school will continue its high standing among the suburban high schools of Cook County.

It is our duty as men and women and citizens to properly equip youth to succeed us and continue progress. We will not recede or fail in such an exalted endeavor.

ROBERT C. FLETCHER,
President.

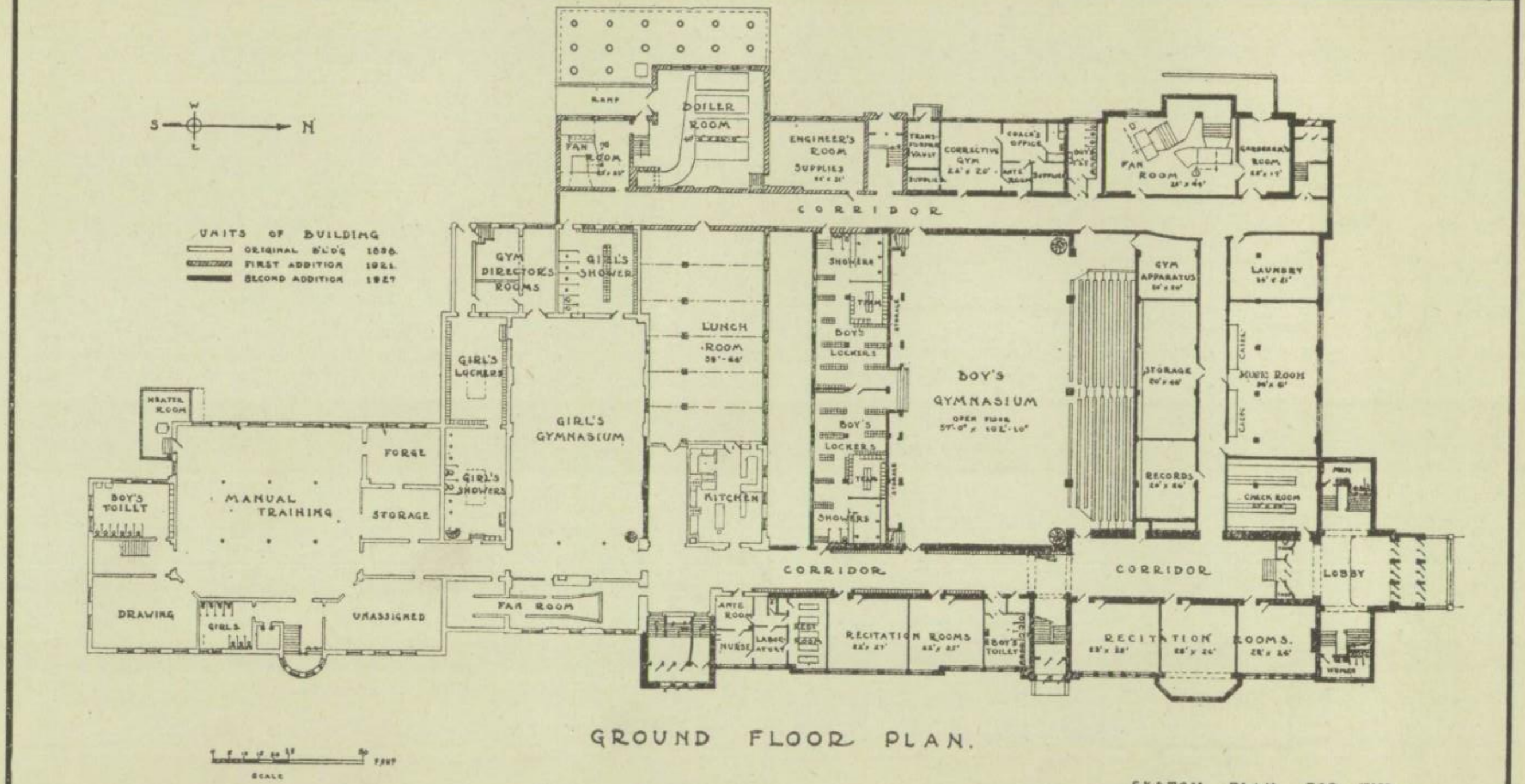
Report of the Principal

As an institution increases in numbers it becomes necessary to furnish additional physical equipment. In no type of institution is this more true than in a school. The very organization of a school is of such a nature as to require housing facilities in direct ratio to varying enrollments. Lyons Township High School has grown substantially during the past decade as is shown by the following table of enrollments and graduates:

Year	Enrollment	Graduates
1918	470	77
1919	508	65
1920	624	80
1921	648	71
1922	680	91
1923	730	119
1924	800	130
1925	858	140
1926	938	157
1927	1007	180
1928	1109	177

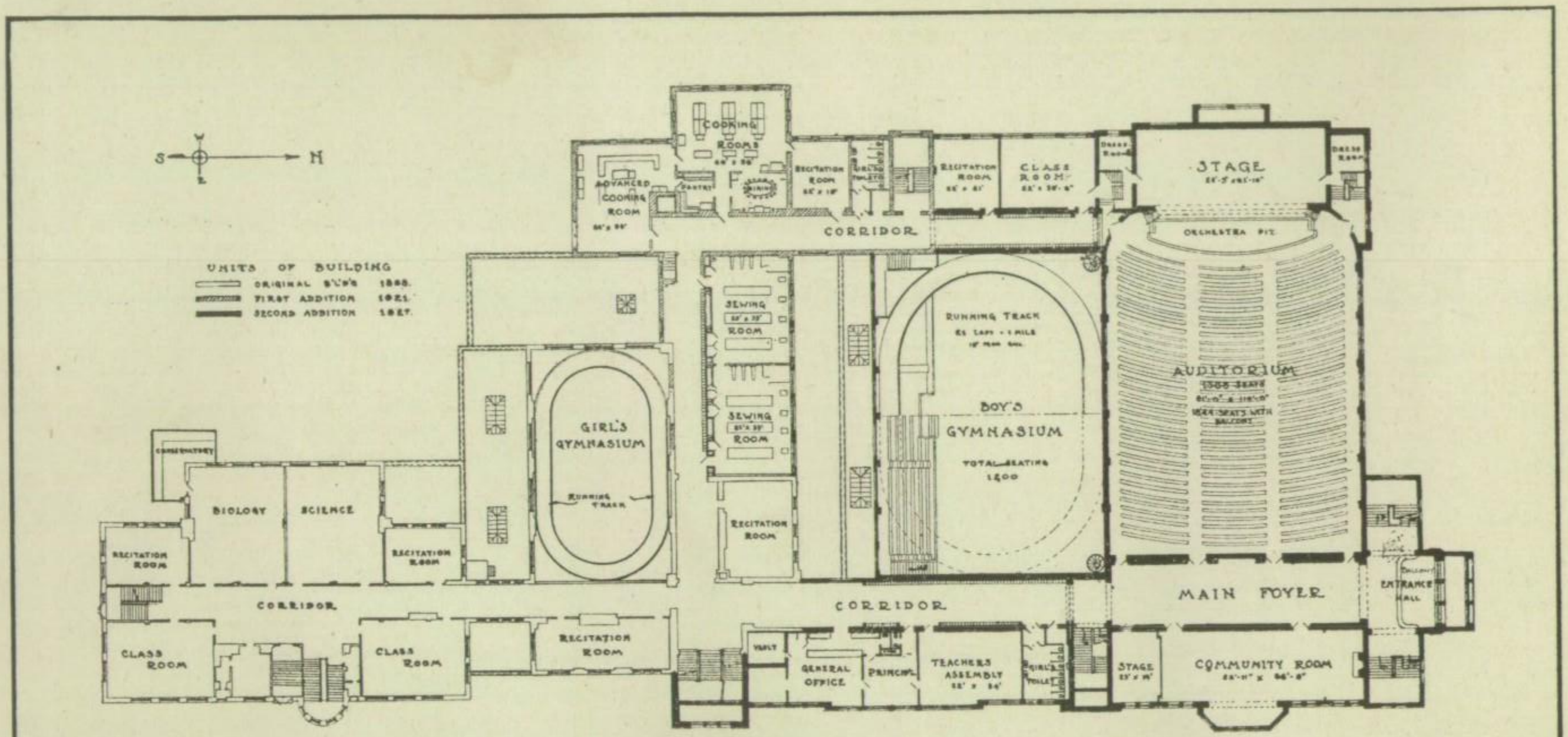
Another evidence of the growth of the school may be seen in the fact that although the institution has existed for forty years, more than half of all graduates have graduated in the last six classes. Modern schools must give to their students greater facilities of a physical nature to offset the lack of activities other than those of the school, in order to fill up the hours of leisure time. The chore boy is a forgotten member of our American community. High Schools must substitute extra-curricular activities for the "chores" of former times and in order to do so must have additional space both within and without the four walls. Ethical and moral ideals are far more permanently established indirectly through actual participation in activities with other students under competent direction than by direct appeal to do what is right High school students are at an age when things aesthetic make an especial appeal. School environment consequently should be artistic and should lead to an appreciation of things beautiful. Youth of such communities as those which comprise the Lyons Township High School District have every reason to expect that opportunities for ethical moral and artistic development as well as for intellectual advancement shall be furnished them. Education has a far broader connotation than the mere transmitting of historical lore and scientific facts. No community can afford to deny its youth opportunities for spiritual and aesthetic culture.

In October 1926, President F. K. Vial initiated a new era for L. T. H. S. when he broke ground for a new building. On June 5, 1928 the community had presented to it a new building with opportunities for all types of cultural activities. It will



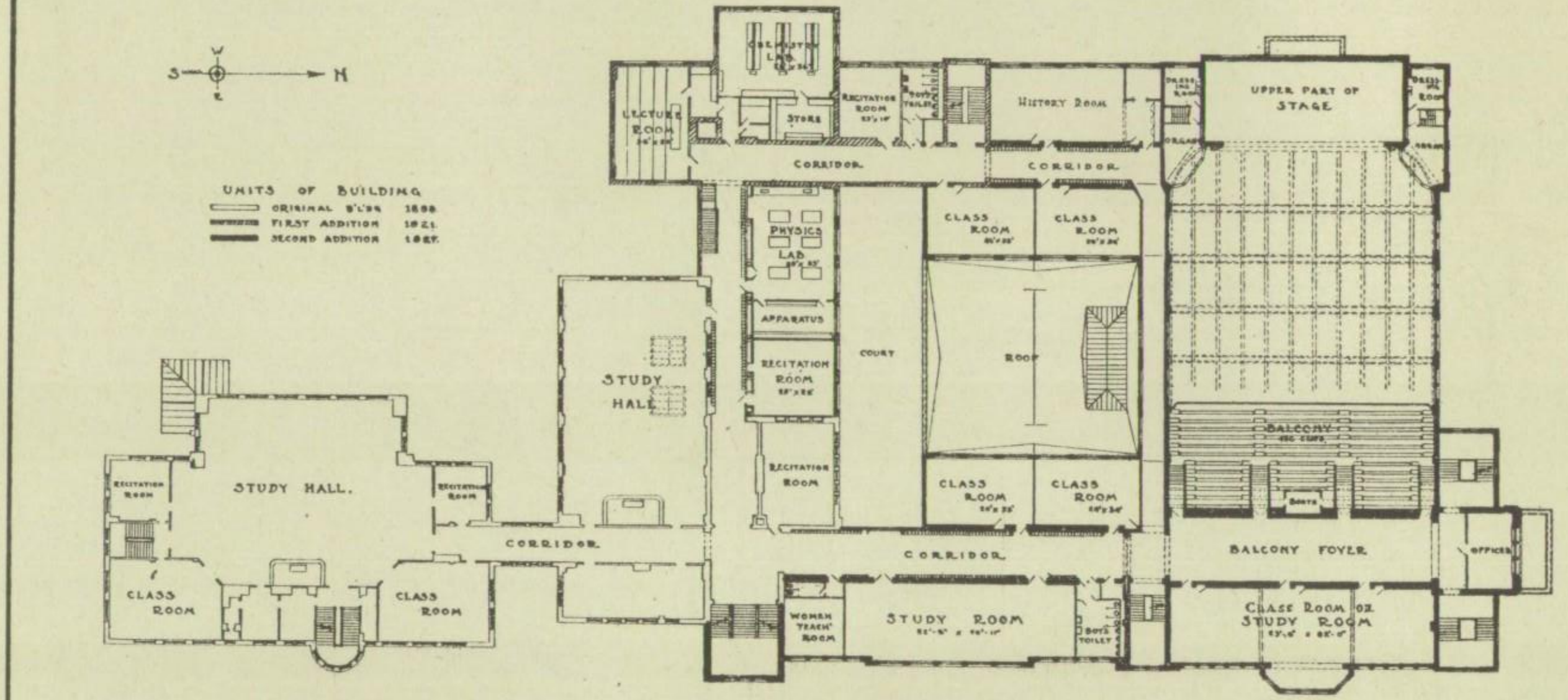
GROUND FLOOR PLAN.

SKETCH PLAN FOR THE
LYONS TOWNSHIP HIGH SCHOOL.
JOS. C. LLEWELLYN CO., ARCHTS. CHICAGO.



FIRST FLOOR PLAN.

SKETCH PLAN FOR THE
LYONS TOWNSHIP HIGH SCHOOL.
JOS. C. LLEWELLYN CO, ARCHTS. CHICAGO.

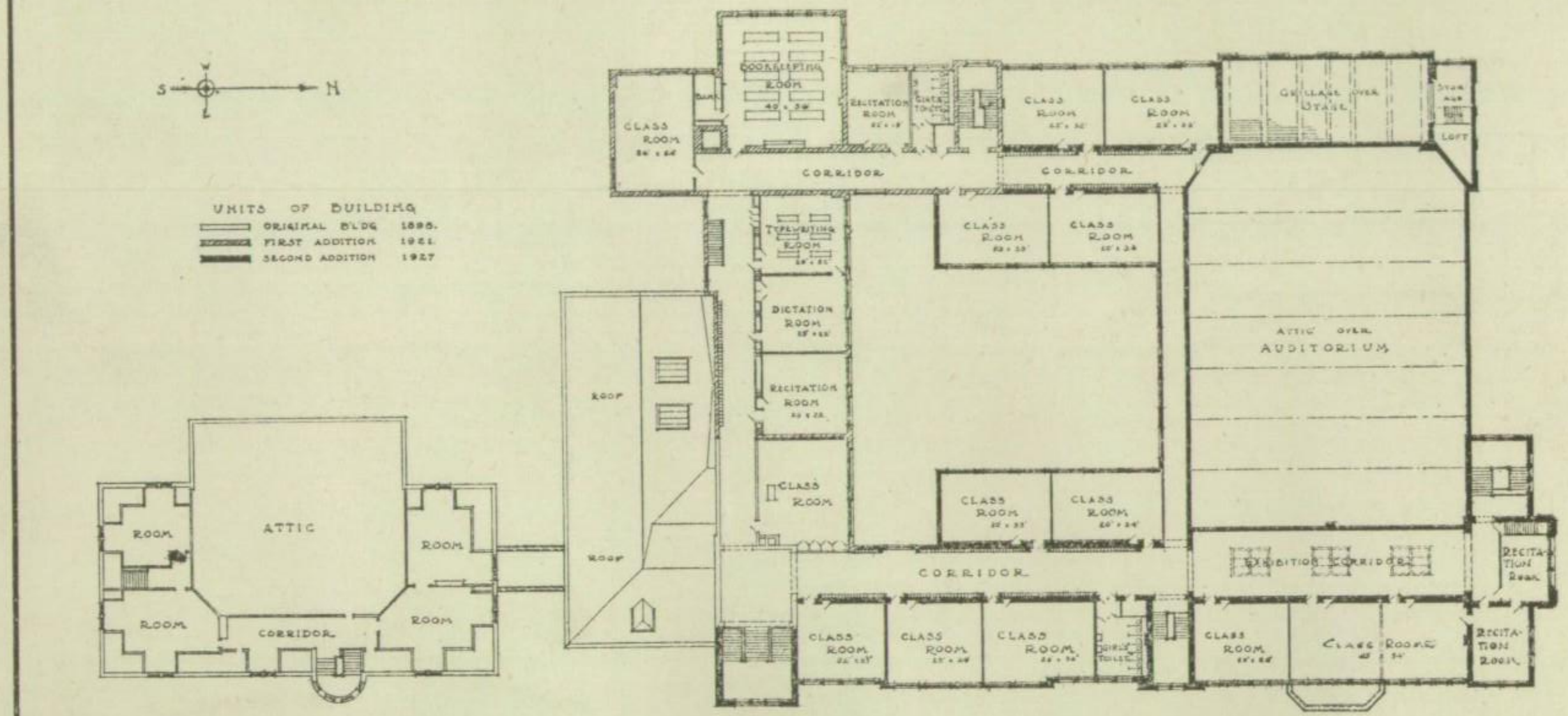


SECOND FLOOR PLAN.

SKETCH PLAN FOR THE

LYONS TOWNSHIP HIGH SCHOOL.

JOS. C. LLEWELLYN CO., ARCHTS. CHICAGO.



THIRD FLOOR PLAN.

SKETCH PLAN FOR THE
LYONS TOWNSHIP HIGH SCHOOL.
JOS. C. LLEWELLYN CO., ARCH'TS CHICAGO.

be years hence, ere there can be an appreciation of what these new opportunities mean.

A brief summary of the physical plant of Lyons Township High School is herewith submitted.

(1) With the acquistion of an additional 264 feet of ground on the north side of Cossitt Avenue through condemnation proceedings, there will be an athletic field of a little more than seven acres. This athletic field will be arranged to make available ample space for physical training and athletics for both boys and girls.

(2) In the original building and additions built prior to the present addition are located:

(a) A library of 4000 volumes housed in adequate room with possible seatings for one hundred forty pupils.
(b) A study hall seating 250 pupils.
(c) A science lecture room seating 67 pupils.
(d) A chemistry laboratory accommodating 25 pupils.
(e) A physics laboratory accommodating 25 pupils.
(f) A domestic science kitchen accommodating 24 pupils.
(g) A typewriting room with twenty-three machines.
(h) A modern cafeteria seating 230 or more at one time.
(i) A girls' gymnasium, with office, lockers, showers, and running track.
(j) A series of rooms for Manual Training work.
(k) Twenty-nine additional classrooms equipped for other special or general work.

(3) The new addition more than doubles the floor space of the original building and the earlier additions and is particularly designed for fostering the aesthetic and cultural phases of education. The factors of utility and beauty can only be appreciated when the building has been visited and studied. Suffice it to say, that this building is worthy of any community and will furnish ample opportunity to educate 2000 or more pupils at the same time that it offers to the public possibilities for a real community center. This new addition contains the following:

(a) An auditorium beautifully designed and decorated in the gold and blue of the high school. It has 1834 fully upholstered seats in addition to accommodating 60 in the orchestra pit and 250 or more on the stage. A fully equipped stage, selective lighting, moving picture equipment, and a pipe organ makes this room ideal for school and public performances alike. Fortunately, the acoustic properties of the room are excellent. The entrances and foyer to the auditorium are in Mankato marble and their beauty is enhanced by a caste of the western frieze from the Parthenon

which was a gift of J. C. Llewellyn and Ralph Llewellyn, the architects.

(b) Across the foyer from the auditorium is a Community Room with a stage, fireplace and artistic furnishings. This room will seat 250 to 350 persons and will doubtless be used often by clubs both from the school and from the community.

(c) On the first floor is a series of administration offices consisting of a spacious general office, offices for the Principal and for the Assistant-Principal, a vault, and a large room for Board meetings and Teachers meetings. For the first time in years, privacy for those who desire conferences with administrators is possible.

(d) On the ground floor is a suite of offices for the Dean of Girls and a girls' rest-room.

(e) On the opposite side of the ground floor are offices and rooms for the department of physical training for boys.

(f) In the central portion of the ground floor is the boys' gymnasium which has a floor 60 x 102 feet, a basket ball floor 85 ft. x 45½ ft. and bleacher seats for 1100 spectators. There is a 20 lap track which also accommodates spectators at exhibitions. The gymnasium floor is the celebrated Blox-on-end construction. Outside the west doors to the gymnasium is an 80 yard indoor straight-away on which three sprinters or three hurdlers may compete at once. There are very complete locker rooms, constructed from terazza throughout. Shower rooms, team rooms, and lockers for 1000 boys make up the details of these locker rooms.

(g) At the north of the ground floor, is a large band and music room with locker room adjoining. This will remove a distraction from other classes as no other classrooms are near.

(h) On the second floor is a rest room for women teachers. The former rest room in the old building is set aside for men teachers.

(i) There will be two additional study halls when needed, facing the east on the second floor.

(j) In addition to the features enumerated there will ultimately be 30 classrooms. At present only eight of these class rooms are finished. Others will be finished as needed.

(k) Floors of halls and corridors and toilet-rooms are finished in terrozza and in some places have battleship linoleum for sound deadening. The three corriders at the north are nineteen feet wide and will constitute an art museum.

It appears that there is little left to be desired in physical equipment for a high school. Later when the junior college of our dreams becomes a reality, the facilities are such as will likewise adequately house this added institution.

The outlook is bright. As the Westminster chimes ring out the passing hours and the heavy peals of each hour is struck, our eyes inadvertently picture the stately towers and cathedral walls of the new L. T. H. S. Harmonies of tone, color, design, and form tell us that they who built have builded well. May new visions commensurate with new opportunities lead us on to higher endeavor to attain the goal of L. T. H. S.—a full life.

G. W. WILLETT

Aids to Effective Study

In order to study efficiently it is first necessary to provide a physical environment which will not interfere with a student's work. It is difficult to study in a room which is not warm, well lighted and well ventilated. Home study should be done in a room where there are no other persons or disturbing noises.

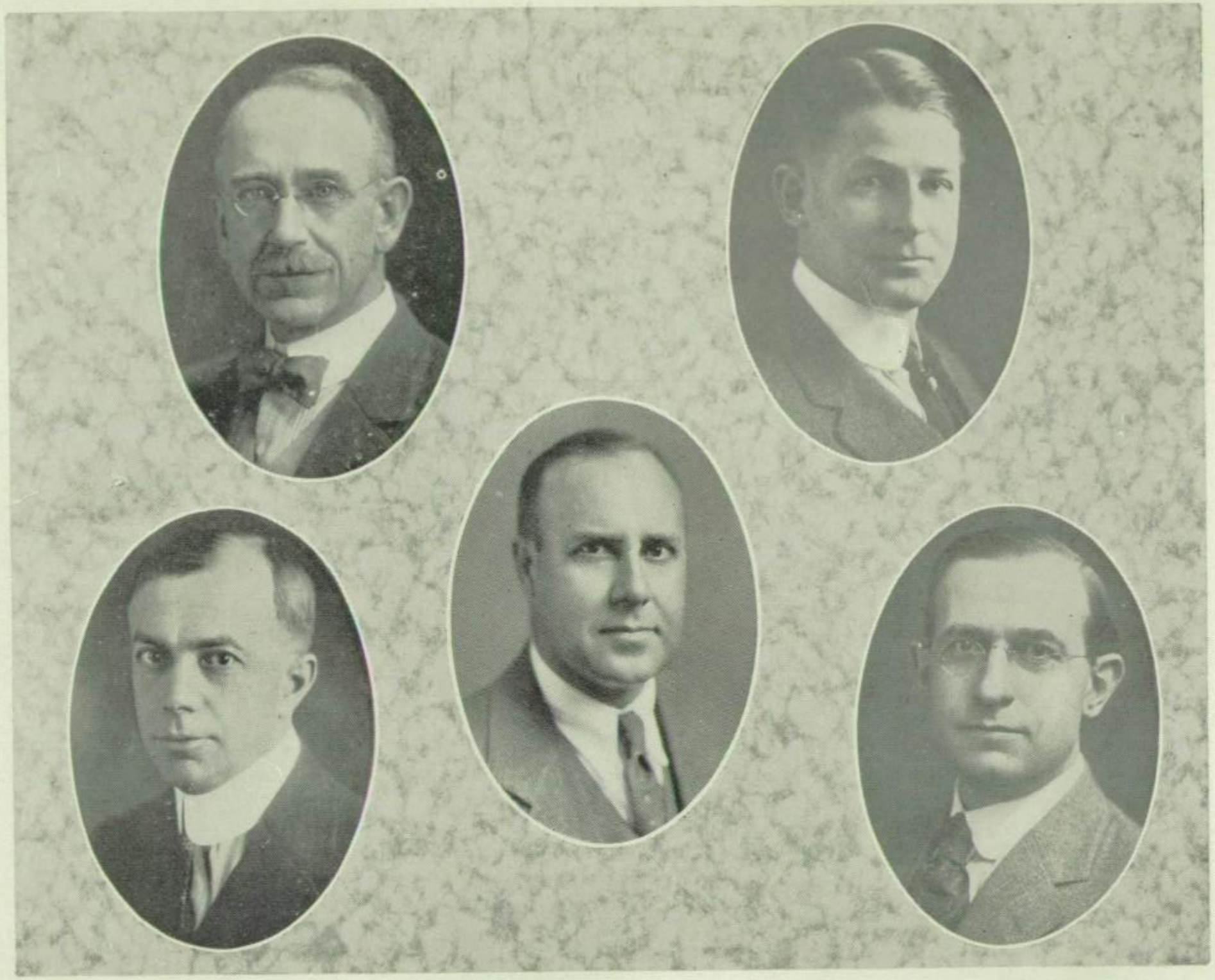
Although all study problems cannot be solved in the same way, the following directions should be found useful as a general guide to the task of studying:

1. Each student should make it a point to form a definite daily schedule of plans for his work and should assign a regular time and place for the study of each subject. Then, when a certain time of day arrives, he will be ready to apply himself promptly to studying and will not be in danger of getting behind in his work. The entire universe operates "on schedule" and a student's first duty is to be on time. He should always accomplish his work on time.

2. It is a good plan to study an assignment as quickly as possible after it is made. For example, if the student's first class in the morning is mathematics and he has the second period free for study then he should study mathematics during the second period while the work of the previous period is fresh in his mind. The lesson should be briefly reviewed before the student goes to class. If the worker waits to study a lesson just before going to class he may have difficulty in remembering what he has studied or he may have failed to allot sufficient time for the study of that lesson and as a result ineffective work may be done.

3. Much time will be saved if plans are made to have everything ready for effective study and continuous work before studying begins. The student should have texts, reference books and all study material accessible so that when he is ready for work he may begin with a rush. He should waste no time in getting started. He should begin studying with a determination that he will keep his mind on the task he is to do, that he will work hard and that he will finish his task as quickly as possible.

4. The student should not ask for assistance until it is absolutely necessary and then he should secure help from



BOARD OF EDUCATION

R. C. FLETCHER

A. B. HALL

J. M. PRATT

EDWARD HERBERT

LEONARD H. VAUGHAN

a competent authority. It is the working out of his own problems that prepares his mind for the harder tasks which are to follow. If he gives up easily or asks for help every time difficulties arise he will not be prepared to do the more advanced work because he has not trained his mind to accomplish hard tasks. A strong will power is a pre-requisite to success in any work, so the student should keep at his work no matter how difficult it may be. It will not be enough merely to understand another person's solution to the problems for that does not train the student's mental powers for working out his own solutions.

5. In general it is a good policy first to read rapidly over the assignment as a whole, keeping in mind the nature of the work to be done with the material assigned. Then the assignment should be carefully studied the second time and the essential details should be obtained at this reading. A third reading should clear up any difficult points involved. In studying, a student should constantly be on the lookout for study helps which the author has purposely included such as chapter headings, paragraph topics, leading phrases, clauses or sentences such as "therefore," "as a result," "the cause of ——" "the effect of this was——," etc. Usually, the author's main statement is the first or last sentence of a paragraph, the intervening sentences being placed there merely to explain the leading sentence or statement.

6. After the lesson has been studied a written summary of what has been learned may be prepared in a notebook used for that purpose. The author's vocabulary should not be used in this summary but each division of the outline should be stated as a complete sentence in the student's own language. Then, when a review of the entire unit is desired, the main points will be in a complete, but simplified form which will facilitate a complete understanding and mastery of the unit.

7. If there are items which the student is unable to understand he should check them for the purpose of asking the instructor for additional information which will be helpful in understanding the work. It is a worthwhile practice to plan to ask the instructor at least one intelligent question on each assignment.

To accomplish anything worth while in this world it is necessary to work hard. If accurate and efficient work is done each day the work will become gradually easier because the student will have a better understanding of what he is trying to accomplish. Above all he should not give up. No one ever accomplished his work by "giving up" in his efforts. Students, resolve right now that you will work harder than you have ever worked before. Say to yourselves, "John and Mary seem to be getting along nicely and I can do the work if they can. Anyway, I'll do my very best every day."

Summer School

The thirteenth summer session of the high school began June 18th and closed July 27th.

The total enrollment was 131 of which 62 were boys and 69 were girls. Thirty-one of the students were freshmen, 48 sophomores, 44 juniors, 3 seniors, 1 special, and 4 already graduated from high school. Three received their diplomas at the end of the session.

Four teachers of the regular high school faculty were retained for the summer session. Miss Ruth McCusker taught the courses in English, assisted by Miss Margaret Gregson. The course in Ancient History was taught by W. L. Payne. John W. Payne who succeeds D. C. Bailey the next regular year, taught the Medieval-Modern History course formerly taught by Mr. Bailey in the summer session. J. F. Towell taught the courses in Mathematics. Miss Cecelia Listing had charge of the secretarial work of the session.

The character of the student body in the modern summer school is quite similar to that of the regular school year. Twenty-three of the 131 students had been on the honor roll during the regular year. Twenty-seven were expecting to graduate in less than the customary four years. Ten were meeting some of their college entrance requirements during the summer session so that they can make broader course elections during the regular year. Seventeen declared that they were attending because they wanted something worthwhile to do during the first half of the long summer vacation.

The following tabulation shows the enrollments by departments and the numbers who pursued advanced and review courses.

Department	Number Semester Classes	Semester Courses	Advanced Courses	Review Courses
English	5	63	37	26
History	4	119	108	11
Mathematics	4	54	34	20
	13	236	179	57

Respectfully submitted,

J. F. TOWELL.

Finances of High School Organizations

During the fiscal year, June 30, 1927 - June 30, 1928, the general treasurer has cared for $44,021.85. Total expenditures have been $38,-434.87 leaving a balance of $5,586.98. The last collection of $185.00, Summer School Account, is entered on Bank Statement for July. This amount with an investment of $100.00 gives a balance of $5,871.98. During the past year two new accounts, Ye Candie Shoppe and Home Economics Club, have been opened. Report on the twenty-seven accounts follow:

	Recepits	Expend.	Balances	Deficits
Alumni Fund	$ 1,012.26	$ 1,000.00	$ 12.26	$
Music Acc't	930.88	580.77	350.11	
Class of '27 Acc't	2,662.31	1,763.95	898.36	
Ye Candie Shoppe Acc't	355.34	152.66	202.68	
Class of '28 Acc't	8,453.87	8,295.82	158.05	
Class of '29 Acc't	1,950.01	1,923.67	26.34	
Class of '30 Acc't	250.85	183.71	67.14	
Forum Acc't	7.25	4.50	2.75	
All Arts Club Acc't	530.67	365.06	165.61	
Philomathean Acc't	24.14		24.14	
The Lion Acc't	2,844.91	3,052.66		207.75
The Scholarship Fund	758.87	652.00	106.87	
The Athletic Asso. Acc't	5,176.51	4,700.71	475.80	
The Locker Fund	350.72	350.72		
The Spanish Club	32.87	17.59	15.28	
The Literary Contest Fund	5.91		5.91	
The General Fund	698.74	602.02	96.72	
The Summer School Acc't	2,910.60	2,063.00	847.60	
Hotchkiss Tennis Fund	85.28		85.28	
Home Economics Acc't	37.27	40.98		3.71
Home Economics Club A't	35.05		35.05	
The Book Store Acc't	13,523.42	12,032.09	1,491.33	
The Dramatic Club Acc't	35.45	4.50	30.95	
The Library Fund	592.24		592.24	
The Girls' Club Acc't	747.03	648.46	98.57	
The Cash Fund				
The Swimming Fund	9.40		9.40	
	$44,021.85	$38,434.87	$ 5,798.44	$ 211.46
	38,434.87		211.46	
	$ 5,586.98		$ 5,586.98	

Bank Statement, July 1, 1928	$6,275.66	Ledger and check Bals.	$5,575.09
Vouchers not returned	688.68	June interest	11.89
	$5,586.98		$5,586.98
Balance on hand June 30	185.00	On July Bank State	$ 185.00
Investment	$ 100.00		$5,771.98
			100.00
Balance June 30, '28	$5,871.98		$5,871.98

Respectfully submitted,

CLARK GREEN,

General Treasurer Lyons Township High School.

Book Store Report

Statement of Profit and Loss for the Year Ending June 30, 1928.

Sales for the Year		$ 12,480.68
Inventory of 1927	$ 2,977.06	
Merchandise Purchases	10,171.34	
	$ 13,148.40	
Inventory of 1928	3,756.19	
Cost of Goods Sold		9,392.21
Merchandise Profit		3,088.47
Interest Received		15.00
Gross Profit		3,103.47
Expenses		737.52
Net Profit		2,365.95
Appropriations:		
Activities	306.90	
General Treasurer's Sal.	125.00	
Administration	35.00	
Library	1,157.42	
Dept. of Music	300.00	1,924.32
Profit Remaining June 30		441.63
Refund from Lion		146.50
Added to Net Worth		$ 588.13

Balance Sheet June 30, 1928

Assets		Liabilities	
Cash in Bank and on Hand	$1,832.02	Accounts Payable	$ 112.00
Accounts Receivable	171.99	Net Worth 1927	5,260.07
Notes Receivable	100.00	Added 1928	588.13
Furniture and Fixtures	100.00	Present Worth	5,848.20
Stock on Hand	3,756.19		
	$5,960.20		$5,960.20

Respectfully submitted.
J. F. TOWELL, Manager.

Contagious Diseases

The following excerpts from the Illinois State Laws regarding contagion and its control are given for the information and guidance of the students.

CHICKEN POX:

Incubation Period—10 to 18 days.
Quarantine case—7 days, and until all scabs have disappeared.
Quarantine of contacts—susceptible for 18 days. Immunes need not be quarantined.
Exclusion from school—case, at least 7 days and until all scabs have disappeared.
Contacts—18 days, except immunes.

DIPHTHERIA:

Incubation period—2 to 7 days.
Quarantine of case—minimum of 16 days or until 3 negative nose and throat cultures are obtained.
Quarantine of contacts—If removed from premises, 1 week, or until 3 negative cultures are obtained.
Exclusion from school—case, 1 week following termination of quarantine.
Contacts, same as with quarantine.

MEASLES:

Incubation period—About 14 days.
Quarantine case—Until five days after appearance of rash, and thereafter until the cough, nasal discharge, etc. have disappeared.
Quarantine of contact—Susceptibles for 16 days from last exposure.
Exclusion from school—Case, until cough and secretions from nose and throat have ceased.
Contacts—As for quarantine.

GERMAN MEASLES:

Incubation period—10 to 21 days.
Quarantine of case—8 days from onset.
Quarantine of contacts—no restriction.
Exclusion from school—case, 8 days from onset.
Contacts—Susceptibles for 21 days.

MUMPS:

Incubation period—Usually 18 to 21 days—4 to 21 days rarely.

Quarantine case—7 days from onset and until the swelling is gone.

Quarantine of contacts—no quarantine.

Exclusion from school—case, 7 days from onset, and until all swelling is gone.

Contacts—none.

SCARLET FEVER

Incubation period—1 to 7 days, usually 2 to 4 days.

Quarantine of case—4 weeks minimum, and until nose, ear and throat secretions have stopped.

Quarantine of contacts—If remain on premises until quarantine is lifted—If susceptible, quarantine 1 week in new quarters. Immunes leaving premises need not be quarantined. The Dick test is recognized as a sign of immunity.

Exclusion from school—cases, at least 5 weeks, and until all discharges cease.

Contacts—as above.

SMALL POX:

Incubation period—10 to 21 days, usually 12 to 14 days.

Quarantine of case—Minimum of 21 days, and thereafter until the skin is smooth.

Quarantine of contacts—for 16 days, unless they can prove a previous small pox, or vaccination within 5 years. Released 3 days after a successful vaccination.

Exclusion from school—case, as for quarantine.

Contacts—as for quarantine.

WHOOPING COUGH:

Incubation period—2 to 10 days.

Quarantine case—3 weeks after the characteristic "whoop" or until 1 week after the cough has disappeared.

Quarantine of contacts—Susceptibles for 10 days from exposure, and extended if any cough develops.

Exclusion from school—case, as for quarantine.

Contacts—susceptibles for 10 days.

Immunes need not be excluded if they have no contact with patient.

INFLUENZA:

Incubation period—2 to 4 days.

Quarantine of case—Until temperature has been normal 5 days.

Quarantine of contacts—None required if patient is isolated, and no contact.

Exclusion from school—case, as above.

Contacts—Other members of household until the quarantine is lifted.

PNEUMONIA:

Incubation period—2 to 3 days usually.

Quarantine of case—until 2 weeks after normal temperature is reached, or until cultures show the absence of the causative organisms.

Quarantine of contacts—none required if precautions as to isolation of patient are observed.

Exclusion from school—case, until full recovery.

Contacts—none, if patient is properly isolated.

Compiled by Robert W. Edwards, M. D.

Prizes and Awards

The school has established a chapter of the National Honor Society for secondary schools. Membership in this organization is limited to members of the Senior class whose marks for scholarship place them in the upper one-fourth of the class. Character, service to the school and leadership must also be considered in the choosing of members. A council composed of six persons of the faculty by a five-sixths vote elect seniors to membership under the above conditions. See the commencement program for the names of members of the class of 1925.

By action of the Board, a system of honor awards for scholarship has been established. Scholarship is the primary purpose for which schools exist and it is fitting that excellence in scholarship should be rewarded. Herewith is given the regulations relative to the awards:

1. The honor roll for any six weeks' period shall include all persons who are maintaining an average of 90% or better in four or more subjects.
2. Each pupil who in any year maintains an average of 90% or more in four or more subjects for one-half or more of the six periods shall be awarded an old gold "L" on a blue field. (Celluloid.)
3. Each pupil who maintains such record for any two years will be awarded a ⅜ inch block bronze "L".
4. Each pupil who maintains such record for three years shall be awarded a ⅜ inch block silver "L".
5. Each pupil who maintains such record for all four years shall be awarded a ⅜ inch block gold "L" as the highest award which the school can grant.
6. The first three awards shall be awarded at some special assembly during the last two weeks of each school year.
7. The gold awards shall be publicly presented on commencement night, following the granting of diplomas.
8. In case any pupil completes the four year course of the high school in three years and maintains the average for the three years, he or she shall be awarded both silver and gold awards in the last year.
9. No person shall be permitted to wear an honor "L" who

has not earned it. If anyone is found wearing an "L" which he or she has not earned, the "L" will be taken up and will not be returned to the original owner. Faculty and students alike are entrusted with the matter of seeing that only those who have earned an "L" shall wear it.

10. All honor "L's" are the personal property of the pupil to whom awarded.

SENIORS

GOLD "L"

Margaret Burklund
Helen Clayton
Margaret Davidson
Winifred Dorsee
Winifred Erickson
Rebecca Hayward
Orville Linnell
Cecelia Listing
James Maus
Doris Neal
Phyllis Neal
Suzanne Pratt
Hazel Roder
Irma Schmidt
Caroline Stanley
Mamie Turavaara
Dorothy Wickstrom
Mary Yanochowski

SILVER "L"

Jean Cannon
Frances Curtis
Allison Jones
Norman Peters
Margaret Ream
Tom Smith
Mamie Turavaara
Virginia Moore
Marian Paradis
Martha Patterson
William Mulligan
Jane Townsend
Lois Hein

BRONZE "L"

Carol Bergstrom
Mary Krein
Virginia Varney
Albert Willett

FIRST YEAR PIN

Marian Ide
Elinor Kane
Elizabeth Nordin

Nick Gervase—Stenger Medal
Robert Goodyear — Vaughan Medal

JUNIORS

SILVER "L"

Eleanor Bales
Mary Best
Gertrude Clark
Katherine Denning
Eugene Gessler
Russell Hall
Archie Hubbard
Virginia Hunter

Colene Irwin
Jane Jordan
Ruth Lockwood
Elsie Magnuson
Warren Prentiss
Winifred Rollin
Mary Soper
Willard Thompson

Marian Warner
Llewellyn Williams
Louise Wire
Dorothy Woods
Nell Sheehan

BRONZE "L"

Antoinette Cronk
Ruth Curtis
Mary Dugan
Virginia Gage

FIRST YEAR PIN

Anna Bishop
Margaret Chatterton
Pearl Christensen
James Croft
Florence Furman
Ruth Gale
Josephine Harasta
Evadna Kavana
Nellie Gray
Anne Hammons
Barbara Hobbs
Madge McCune
Helen Meyer
Barbara Moyer
Adelaide Schulstad
Marian Smith
Ann VandeCasteele
Jule Porter
John McConaghey
Verna Mielke
Mary Newell
Eleanor Poole
Ruth Rossbach
Dorothy Stanley
Virginia Stevenson
Janet Warren
Vera Palmer
Clara Thompson

SOPHOMORES

BRONZE "L"

John Ackerman
Evelyn Christian
Marjorie Dexter
Mary Eilert
Marian Evans
Elizabeth Fouch
Dorothy Gamble
Freda Gessler
Eleanor Hixson
Dorothy Horning
Yvonne Kimball
Forest Lombaer
Julia Reeve
Mary Sencebaugh
Phillip Sperry
Florence Thatcher
Evelyn Towell

FIRST YEAR PINS

Willa Larsen
Eleanor Litsey
Clara Neidert
Eileen Pengra
Margaret Pennington
Edmund Rossbach
Esther Schroeder
William Titus
Newton Dashiell
Leo Gilleran
Barbara Hall
Ethel Maas
Anita Speer
Eleanor Kluzak

FRESHMAN

FIRST

Barbara Ashton
Eunice Aubinger
Philip Ault
Betty Collins
Lorraine Deke
Anthony Eisenbach
Ivy Fiala
Dorothy Fisher
Irene Fremer

Lyman Gray
Jeanette Gustavson
Margaret Harlan
William Hastings
Orville Hessler
Marie Hixson
Edward Hlavaty
James Hoefling
Doris Horn
Archie Jenkinson
Wayne Johnson
Lucille Jost
Ceceile Larson
Bernice Lew
Eleanor Matousek
John Meaden
Jeanne Melvill
Isabelle Mulligan
Dorothy Nordin
Marguerite Payne
Bernice Patterson
Elynor Paulsen
Opal Rakerd
Doretta Schad
Frances Schutz
Ralph Siebert
Grace Simons
Laura Smith
June Trotter
Baker Twyman
Harry Waddington
Warren Wagner
Ross Wilkey
Esther Willett
Charles Wilson

The Stenger Medal for all-round athletic participation was awarded to Nick Gervase.

The Vaughan Medal for football was awarded to Robert Goodyear.

Dr. A. M. Harvey has established a scholarship to Knox College which will pay $50 to the individual to whom the school awards it. The pupil who is to receive the first refusal of the prize is that member of the four year Latin course who has the highest scholastic standing. Dr. Harvey also makes the request that the recipient shall not be a member of a high school fraternity or sorority.

In our estimation, Dr. Harvey has done a worthwhile thing in establishing such a scholarship. It seems quite probable that there are alumni of other institutions who could aid both their alma mater and worthy high school graduates by establishing such scholarships. Dr. Harvey was intending to make a donation to his alma mater and thought it well to aid deserving students as well and especially to aid those whom he might know personally. Cannot others follow his example

General Information

LOCATION

The Lyons Township High School is located at LaGrange, Illinois, a Chicago suburb with a population of about 10,000 people. It is fourteen miles southwest of Chicago on the Burlington Railroad. It is also reached by electric lines. It is an ideal town, having beautiful shady streets and well kept lawns. LaGrange is a particularly desirable location for those who have children to educate, as it has an exceptionally good school system.

ENROLLMENT

The principal will be in his office in the High School building during the week prior to the opening of school on September tenth between the hours of 2:00 and 4:00 P. M. Parents and students are cordially invited to call or telephone the office about school matters. The telephone number is LaGrange 458. Students who have not enrolled or who are transferring from other schools should enroll during this week. Work begins promptly at 8:30 A. M. on September 10th, and regular classes are held throughout the day. Pupils who have not been enrolled prior to that date will have to wait until their cases can be considered by the Principal. Register in advance and avoid any such delays. Bring credentials with you, if possible.

SCHOOL HOURS

The school day opens at 8:30 A. M. and closes at 3:00 P. M. The cafeteria serves lunch between 11:30 and 12:00. The building is open from 7:00 A. M. until 4:30 P. M. for those who desire to work at the building.

COLLEGE AND UNIVERSITY RECOGNITION

The Lyons Township High School is a member of the North Central Association of Colleges and Secondary Schools. Graduates are admitted without examination to the Freshman classes of the colleges and universities of the Association providing specified courses have been elected while in high school. Students should check their courses with the admission requirement of the institution which they expect to enter. The high school has on file at the office, catalogues of leading higher institutions. The public is invited to call and examine the same. Students may check out catalogues at any time by

seeing the office secretary. The principal will be pleased to explain any difficult passages in catalogues. The school has been placed on the accredited list of several eastern colleges and universities. The school cannot be held responsible for choosing the courses which will admit pupils to any college or any course given by a college. The authorities will be pleased to cooperate with pupils and patrons in such matters on all occasions.

TARDINESS AND ABSENCE

A pupil who is to be absent on any particular day should arrange for his parent or guardian to telephone the high school office early on the day on which the absence is to occur. In such a case the pupil will receive a make-up percentage of 85% if the absence is on account of illness. If the office is not notified by telephone, the pupil should bring a written excuse signed by parent or guardian on his return to school. The make-up in this case is 75%. Teachers are directed to give a zero grade for each unexcused absence. A pupil who is tardy without a telephoned or written excuse may be required to miss his first recitation and will be given a zero make-up for the absence. Regular attendance and punctuality are necessary for successful school work.

CREDITS AND CLASSIFICATION

A credit is given to a student in subjects requiring preparation outside of this class and requiring recitation five times per week during the school year. In all subjects a grade of 75% must be obtained or no credit will be given. Half credits are given for subjects completed in one semester. When a subject continues through the year, a pupil is in most cases required to take the full year's work in order to receive credit.

During each semester three estimates of the results of the work of each pupil in each subject are determined, and from these estimates the mark for the semester is usually obtained by ascertaining the average shown by the three estimates.

Students are classified according to the credits received as follows: All students having less than 3 credits are classified as freshmen; from 3 to 7 credits, as sophomores; from 7 to 11 credits, as juniors; and 11 or more credits, as seniors. How-

ever, the school is most interested in the fact that 16 credits are needed for graduation and does not emphasize the differentiation between classes.

SCHOOL REPORTS

The estimate of each pupil's work is regularly made at the end of each period of six weeks. This report is delivered to the pupil to be presented by him to his parent or guardian for inspection and signature.

At the close of each semester the report given will indicate the class standing, and may indicate the final semester mark. Special reports will be sent upon request of the parent or at such times as the principal may deem them advisable.

STUDENT ORGANIZATIONS

Among organizations maintained by the students are the following: The Boys' Band, The Orchestra, The Boys' Glee Club, The Girls' Glee Club, The Forum, The Philomathean Literary Society, The Athletic Association, The Honor Society, The Boys' Club, Hi Y, Older Girls' Conference, French Club, Spanish Club, Math Club, etc.

The "Lion" a newspaper, is also edited and supported by the students. The senior class publishes each year, an Annual called "El Tee Hi Tabulae."

REQUIREMENTS FOR ADMISSION

Pupils residing in Lyons Township High School District are admitted to the high school in September upon presentation of a certificate of graduation from a regular eight years' course in a grammar school. This certificate should be accompanied by a record of the work done during the last year in the preparatory school.

Certificates from schools outside of Lyons Township High School District will be accepted when such schools are sufficiently organized to warrant recognition.

Pupils who transfer from other high schools should present a full statement of the work done, including evidence of the time devoted to each subject, the work covered, and the standing obtained.

REQUIREMENTS FOR GRADUATION

A diploma is given when sixteen credits have been obtained. No pupil will be graduated who has not been one year in residence and such year must be the senior year. Three years of English, one of Algebra, one of American History, one semester of General Science and one semester of Elementary Civics are required for graduation. Physical Training for four years and Music for one year are likewise required though no credit is given toward graduation. In addition to these requirements pupils are advised to take three years' work in one of the following groups: Mathematics, History, Science, Foreign Language, Manual Training, Domestic Science, or Commercial subjects.

When Latin, French or Spanish is elected, the pupil is expected to do at least two years of work in the language chosen unless he has already completed two years' work in another foreign language.

The work offered by the school will enable anyone who selects the proper subjects, to enter any college or university either by certificate or by examination. The pupil who does not intend to go to college may select his subjects with a view to his future needs. Consult the Principal on such selection. If there is a possibility that a pupil may go to college, election of subjects should be made to meet the requirements of the chosen institution. Colleges usually require as admission credits: Three or four years of English, two or two and one-half years of Mathematics, one year of History, one year of Science, and two or more years of Foreign Language. Consult the catalogues in the Principal's office for specific requirements.

Course of Study

First Semester

Second Semester

FIRST YEAR

Required

English I
Algebra I
General Science
Gymnasium
(2 periods per week)
Music
(1 period per week)

Elective

Latin I
Manual Training I
Mechanical Drawing I
Cooking I
Sewing I
Art
Ancient History
Violin
Orchestra
Band

Required

English I
Algebra I
Civics
Gymnasium
(2 periods per week)
Music
(1 period per week)

Elective

Latin I
Manual Training I
Mechanical Drawing I
Cooking I
Sewing I
Art
Ancient History
Violin
Orchestra
Band

SECOND YEAR

Required

English II
Gymnasium
(2 periods per week)

Elective

Plane Geometry
Botany
Zoology
Caesar
French
Spanish
Ancient History
Manual Training
Mechanical Drawing
Commercial Arithmetic
Bookkeeping
Cooking
Sewing
Art

Required

English II
Gymnasium
(2 periods per week)

Elective

Plane Geometry
Botany
Zoology
Caesar
French
Spanish
Ancient History
Manual Training
Mechanical Drawing
Commercial Arithmetic
Bookkeeping
Cooking
Sewing
Art

Violin
Orchestra
Band

Violin
Orchestra
Band

THIRD YEAR

Required

Physical Training
(2 periods per week)

Elective

English Grammar
Cicero
Modern History
Adv. Algebra
Chemistry
Manual Training
Mechanical Drawing
Art
Spanish
French
Accounting
Shorthand
Typewriting
Violin
Orchestra
Economics
Journalism

Required

Physical Training
(2 periods per week)

Elective

American Literature
Cicero
Modern History
Chemistry
Solid Geometry
Manual Training
Mechanical Drawing
Art
Spanish
French
Accounting
Shorthand
Typewriting
Violin
Orchestra
Sociology
Journalism

FOURTH YEAR

Required

English Literature
American History
Physical Training
(2 periods per week)

Elective

Vergil
Physics
Trigonometry
Commercial Law
Shorthand
Typewriting
Violin
Orchestra

Required

English Literature
American History
Physical Training
(2 periods per week)

Elective

Vergil
Physics
College Algebra
Commercial Geography
Shorthand
Typewriting
Violin
Orchestra
Office Practice

Note—1. The administration reserves the right to discontinue, without notice, any course when it appears that conditions do not warrant the further retention of the same.

2. The administration reserves the right to determine whether or not any individual pupil shall be permitted to elect any particular subject.

Prospectus of Courses

LATIN

I. This course is designed to give the pupils a thorough knowledge of Latin forms and of the simpler principles of syntax. It includes the translation of easy sentences from Latin into English and English into Latin. Attention is given to the derivation of English words from the Latin and to the relation of Latin to modern life in general.

Text Book: Elementary Latin—Francois

II. In the second year a review is given of the forms and principles of syntax studied during the first year. Scudder's Second Latin will be studied the remainder of the year. This text features the basis for a thorough drill in Latin forms, word formation and principles of syntax. It also gives a knowledge of Roman life through interesting material for translation from Latin to English, thus preparing for the translation of two books of Caesar's Commentaries on the Gallic Wars. About one fifth of the time is given to Latin prose composition. A portion of each recitation is devoted to drill on vocabulary, covering pages 67-86 of Arms' Latin Dictionary.

Text Books: Second Latin—Scudder
Latin Dictionary—Arms.

III. The class reads six orations and several letters of Cicero, giving due attention to the study of Roman customs and institutions. A portion of the time is devoted to sight translation of Latin stories and plays. Work in Latin composition is continued. The vocabulary drill covers pages 87-104 of Arms' Latin Dictionary.

Text Books: Cicero's Orations and Letters—Johnston and Kingery.
Latin Grammar—Bennett.
Latin Composition—Allen and Phillips.
Latin Dictionary—Arms.

IV. In this course the class reads five books of Vergil's Aeneid and the selections from Ovid recommended by the Commission on College Entrance Requirements. Due attention is given scansion and literary criticism. Pages 104-121 of

Arms' Latin Dictionary are used as a basis for vocabulary drill.

Text Books: Vergil's Aeneid with Ovid, Revised Edition—Knapp.

Latin Dictionary—Arms.
Latin Grammar—Bennett.

FRENCH

The aim of the French course, as presented in our high school, is fourfold: a general knowledge of the life and thought of the nation who speaks the language; a good reading knowledge; a reasonably good accent; a solid grammatical foundation. The direct method of teaching is used, modified by the judgement of the instructor to meet various requirements.

Bovee's "Premiere Anne de Francais" is the text used in French I with "Pas a Pas" as a supplementary text.

The first month of the second year is devoted to rapid reading, frequently at sight and usually a play. Bovee's Deuxieme Annee de Francais completes the first semester. A French Silent Reader by Greenberg is used for the remainder of the second year as a class text and La Tulipe Noire is required for outside reading.

Texts for the third year are varied ,including "Contes Gais", by de Sauze; "Jean Val Jean," Hugo edited by de Sauze, "Mon Oncle Flo", Theuriet and Comfort's Prose Composition. Eight hundred pages of outside reading of varied types are required and here as in French II the reports are written on Boyd's Questionnaire de Lectures Francaises.

Throughout the entire course dictations occur frequently. Daily conversation drill is featured to increase the student's oral vocabulary.

SPANISH I

Text Books:
Brief Spanish Grammar—M. A. DeVitis.
Beginner's Spanish Reader—L. A. Wilkins.

The 57 lessons of the grammar are covered. They include a study of all the fundamental principles of Spanish grammar.

The study of the reader is designed to enlarge the voca-

bulary, to give practice in the application of rules, to develop some ability in conversation and to acquaint the student with Spain and Spanish America. Occasionally short scenes are presented in the class room.

SPANISH II

Text Books:

First Course in Spanish—E. W. Olmsted.

Spanish Conversation and Composition—Seneca.

Two novels of about 150 pages each.

The grammar study is a review of the principles learned in Spanish I. Gradually the student is led to the more advanced problems of Spanish with especial emphasis on the study of verbs and everyday idioms.

150 pages of outside reading are required.

ENGLISH I

SEMESTER I

Pupils who show ability in handling the mechanics of writing listed below may be excused from the work of the first semester to carry on special reading or writing projects.

I. Subject Matter.

A. Capitalization.
   Most of the important uses of capitals. Special drill in learning where **not** to capitalize.

B. The run-on sentence and sentence fragments.

C. The writing of numbers.

D. Punctuation of dates and addresses.

E. Punctuation and use of appositives.

F. Punctuation of terms of address.

G. Conversation; quotation and other punctuation marks; paragraph division of; the divided quotation.

H. Comma to separate independent clauses; the semicolon with "therefore," "however," etc.

I. "Hooks and eyes of style" (to replace "and then," and "and so.")

J. Spelling. List of minimum requirements in spelling from bulletin. Words misspelled in themes.

K. Grammar—subject, verb, object, indirect object, predicative nominative, prepositional phrases.

L. Possessives.

M. Book Reports—oral and written.

II. Method.

A. Drill—diagnostic and corrective.
   1. Mimeographed and printed sheets for revision, punctuation, etc.
   2. Dictation exercises.
   3. Original exercises involving application of principles learned, e. g. writing of conversations, of sentences to contain appositives, etc.
   4. Correction of board exercises by class.
   5. Simple diagraming for principal parts of simple and compound sentences.

B. Application in written work.
   1. Weekly theme—mostly written.
   2. Correction of themes for those errors studied in this course.
   3. Individual conferences on written work.

C. Tests.

D. Reading requirements—at least one book each six weeks.

E. "Literature and Living" Book III, and "Everyday Manners" used occasionally for sake of variety and to determine reading capacity.

SEMESTER II

Literature: "Introductory Studies in Literature"; Ivanhoe; Silas Marner.

One Hundred Narrative Poems	Silas Marner
Americans All	The Merchant of Venice

ENGLISH II

The literature studied in class gives pupils an acquaintance with each of the following types: the essay, the play, the novel, and poetry.

Text books: Stevenson's Travels with a Donkey, Shakespeare's Julius Caesar, Dickens' Tale of Two Cities, Tennyson's Idylls of the King, Mikel's Short Stories.

Outside reading counting twenty points and including at least one biography is required.

The composition work includes a study of effective sentence structure, frequent drills for accuracy in punctuation and spelling, and some practice in organizing themes and build-

ing up good paragraphs. Themes at least once a week are required.

One project each semester gives the pupil an opportunity to follow his individual interests and to work on his own initiative. We have used for the first semester the making of a newspaper, and for the second the study of some vocation.

A suggestive outline of the work by months follows:

September

I. Get acquainted talks, illustrated by post cards, pictures or drawings.

II. Review of minimum essential for preceding years. Exercises in punctuation.

III. The Newspaper.

1. Study of the structure of news stories, and of the making of a newspaper.
2. Practice in writing news stories and editorials.
3. Each pupil makes a newspaper containing at least four departments. The importance of careful proof-reading is emphasized.

October

I. Reading of Stevenson's Travels with a Donkey, noting Stevenson's use of slight material.

Notebook work:

1. Map of France with itinerary.
2. Humorous references to Modestine.
3. Examples of interesting phrasing.
4. Nautical language.
5. Nature's moving pictures.
6. Some sentences that could be quoted apart from context.
7. Some passages that reveal the personality of the author.

II. Dictation drills to prevent recurrence of any errors that have appeared in newspapers written during preceding month.

November

I. Preparation of a long theme, after collecting material, organizing it, and making outline. Suggested subjects:

Sleeping Sack Experiences.
Inns of Southern France.

Stevenson's Interests.
People Stevenson met on his Travels.

II. Drill on mechanics of writing.

III. Julius Caesar, Acts I and II.

December

I. Practice in reading and acting the play, **Julius Caesar,** and in making oral and written paraphrases of some of speeches.

II. Memorizing of lines.

III. Notebook work:

1. Outline of play showing contribution of each scene to main action of play.
2. Figurative language about Caesar; references to Caesar after his death.
3. Paper on one character from play.

January

I. Study of magazines and reading of magazine articles.

II. The making of a class magazine, each pupil being responsible for at least one article.

III. Accuracy Tests.

February

I. Daily spelling lessons.

II. Dictation exercises, including spelling words and minimum essentials.

III. Exercises in inductive and deductive reasoning; the making of a simple brief.

IV. Class debates.

March

Tale of Two Cities.

1. Rapid reading.
2. Study of significance of chapter headings, and of Dickens' use of irony, metaphor, repetition, and contrast.
3. Study of background, plot, and characters.

April

I. Daily spelling lessons.

II. Study of Vocations.

A. Readings from Joy in Work, Americans All, Modern Short Stories, etc., noting vocations that form background of stories.

B. Collection of material from at least three references for paper on some vocation.

C. Report of personal interview with some one engaged in chosen vocation.

D. Writing of paper.

1. History of vocation.
2. Demand for this kind of work.
   a. at home—abroad.
   b. in country—in city.
3. Training and qualifications needed in profession:
   a. Education.
   b. Health.
   c. Traits of character.
4. How profession pays.
   a. in personal satisfaction.
   b. in service to others.
5. The careers of some men or women who have made this profession famous.

May

I. Daily spelling lessons.

II. Idylls of the King.

1. Silent and oral reading.
2. Paraphrasing.
3. Memorizing.
4. Practice in writing poetic quotations correctly.
5. Quotations illustrating figurative and poetic language.

June

I. Daily spelling lessons.

II. Minimum essentials for English II.

III. Reviews.

ENGLISH III.

First Semester

The work of the first semester is largely devoted to an intensive study of grammar, with these aims in view:

(1) A knowledge of the basic structure of the language, including both the ability to recognize readily the parts of speech in their more complicated forms, and a thorough understanding of the fundamental relationships existing between the parts of speech.

(2) The development of the pupil's powers of expression, oral and written, through his increasing familiarity with the more difficult constructions.

(3) A continuous practice in the organization of ideas, so that the pupil may learn to speak and write with greater clearness and definiteness.

In connection with the work in grammar, emphasis is laid on the principles of organization. To this end an equivalent of at least one day a week is devoted to the study of the speeches of outstanding American orators, and to debates or assigned floor talks on subjects of general interest to the class. In this way the pupils come in contact with the most logical presentation of ideas, and receive training in assembling material and organizing it for its most effective use.

The last two or three weeks of the semester are devoted to a study of books of travel, including those dealing with the United States and her dependencies. This survey might well be a preparation for the literature work of the second semester. Each pupil prepares a long written report, using as source material a minimum of one book of travel read in entirety, and as many additional references as he has opportunity to employ. These latter will preferably include some work of American fiction which has as a background the section of the country being studied. A list of fiction and travel books thus correlated is made available for class use.

Second Semester

During the latter half of the year, a survey is made of American literature, from Colonial times to the present.

The method employed is chiefly chronological, for background purposes, coupled with a study of types of liteature as representative of particular periods, as well as reflective of the life of the times. Thus, for example, diaries, journals,

and chronicles of various sorts comprise the major literary expression of the colonial period; political satires and ballads are the outstanding literary productions of Revolutionary times; the American essay is connected with the Concord group of the earlier nineteenth century.

The American novel is studied principally in connection with the required outside reading. Each pupil is asked to read one novel from the works of the early nineteenth century writers, as Cooper and Hawthorne; one from the latter nineteenth century, such as Clemens or Howells; and one from the twentieth century (Deland, Cather, Ferber, etc.).

Some consideration is given to the earlier magazines, notably the North American Review and the Atlantic Monthly, and to the men of literary distinction who edited or contributed to them.

The short story is also made the subject of separate study, as America's most distinctive contribution to literature.

Authors of the highest literary attainment, as Poe, Irving, Hawthorne, Longfellow, and others, are studied as individuals rather than as representatives of a particular period or type of literature.

In this way the approach to American literature is made from three angles, according to chronology, to type, and to the individual writer. Some attention is also given to geographical groupings, especially with regard to the New England, New York, and Southern writers.

In general, the purpose of the survey of American literature is to acquaint the pupil, as widely as possible, with the best in his native literature; to give him a background knowledge of American life and tradition which will help him to understand his own times; and to stimulate in him a desire to read with discrimination.

PUBLICATIONS

The high school sponsors two student publications: the Lion. a four page newspaper; and the Tabulae, the senior annual.

The Lion is published each week throughout the year by a class in journalism, open to juniors and seniors. A year's credit in English is given for the course.

The class assumes full responsibility, both financial and editorial, for the Lion. The paper is financed through subscriptions, advertising, and the revenues from one large entertainment each year.

The members of the class choose the editors from their own number, and themselves gather and write the news, prepare the headlines, correct proofs, arrange the dummy, and supervise the assembling of the paper. They also solicit the advertising and collect advertising copy, attend to the mailing of monthly statements, and of exchange and advertising copies of the paper, and distribute the papers to its subscribers.

Three days a week are ordinarily devoted to the work of getting out the Lion; the remaining two days usually are given over to theoretical study of some aspect of newspaper work, or to drill on some particular phase of writing.

The course is not intended as a vocational preparation, although it may serve to interest some students in journalism as a profession. The primary purpose of the class is to provide an efficient means for publishing the school paper, and to give students who like to write, a chance to do work of direct interest to themselves.

The Tabulae is an extra-curricular activity of the senior class. A committee, composed of the principal, the senior class sponsors, and the two teachers who supervise the publication of the book, make recommendations for the positions of editor-in-chief and associate editors, on the basis of which the senior class elects students to these places on the staff. The editors, in conference with the class sponsors and the advisors, select the remaining staff members.

The book is financed by means of subscriptions, class dues, the profit from the school candy store, which is managed by seniors, and the proceeds from class plays.

The staff, with the supervision of a faculty advisor, collects and prepares all the material for the Tabulae. The illustrations are made by senior students, under the direction of the head of the art department.

The purpose of the annual is to commemorate each graduating class, to give a permanent record of this school's activities throughout the year, and to foster interest in school achievements.

ENGLISH IV.

Through the course in English IV we aim to present to the pupils some of the famous writings in English literature, to develop the pupils' reading taste, to encourage reading in untried fields, to give remedial treatment for faults in composition, and to lead pupils to write clearly and in some cases interestingly. Exercises in the mechanics of writing occupy the first ten or fifteen minutes of each period.

The readings may be grouped somewhat as follows:

I. Early narratives:
   1. Hero stories of all countries.
   2. Beowulf.
   3. Chaucer's Canterbury Tales.
   4. Ballads.

II. Plays:
   1. Everyman.
   2. Selections from Dr. Faustus.
   3. Macbeth.
   4. Other Shakespearean plays.
   5. Plays of Goldsmith and Sheridan.
   6. Plays of the present day.

III. Literature produced under the following influences:
   1. Monastic life.
   2. Norman conquest.
   3. Renaissance.
   4. French influence.
   5. Classicism.
   6. Romanticism.
   7. Spirit of reform or moral earnestness.

IV. Elizabethan lyrics and Milton's minor poems.

V. Essays and biography including Tatler, Spectator, Carlyle on Burns, Boswell's Johnson, selections from Ruskin, Newman, Huxley, and Stevenson, essays in current magazines, and essays found in many collections of modern essays.

VI. Famous English novels.

VII. Poetry: selections from
   1. Burns, Wordsworth, and the Lake poets.
   2. Byron, Shelley, and Keats.

3. Tennyson and Browning.

4. Present day writers.

Pupils read outside of the class period at least three famous English novels as well as some plays and at least one hundred pages of essays. Most of the written work is done in class.

During the year the forms of verse (epic, lyric, sonnet, Spenserian stanza, etc.) are taught, as well as the development of our prevailing prose forms, the essay and the novel.

Most of the literature is studied chronologically. The background for a reading, including the personality of the author and his relation to his time, is sometimes presented by the teacher and sometimes left for pupils to discover in library readings.

At the close of the year pupils group pieces of literature according to prevailing themes and attempt to discover in each case the attitude of the writer toward his theme.

COLLATERAL READING

The following book list is a tentative one.

Pupils differ so widely in their reading abilities that advice about what to read next must be individual. However, as a partial guide to the pupil, numbers have been placed after the books on the fiction list to indicate the years in which those books are often appreciated. In general, American fiction (except that suitable for the first two years) is labeled for the third year and English fiction for the fourth.

Pupils must consult teachers about credit points for reading. Each pupil is required to make at least twenty points each year.

FICTION

Author	Book	
Abbott		
	Molly-Make-Believe	1,2
Alcott		
	Little Men	1,2
	Little Women	1,2
	Old Fashioned Girl	1,2
	Eight Cousins	1,2
Aldrich		
	Marjorie Daw	3
	Story of a Bad Boy	1,2
Allen		
	Choir Invisible	3
	Flute and the Violin	3
	Kentucky Cardinal	3
Altsheler		
	Horsemen of the Plains	1,2
	Young Trailers	1,2
Amicis		
	Cuore; a Schoolboy's Journal	1,2
Andrews		
	His Soul Goes Marching On	1,2
	Perfect Tribute	1,2
Arabian Nights		1,2
Ashmun		
	Isabel Carleton's Year	1,2
Atherton		
	Conqueror	3
Atkinson		
	Greyfriar's Bobby	1,2
Atlantic Monthly		
	Atlantic Narrative. 1st and 2nd Ser.	
Austen		
	Emma	4
	Pride and Prejudice	4
	Sense and Sensibility	4
Austin		
	Standish of Standish	1,2
Babcock		
	Soul of Ann Rutledge	3
Bacheller		
	Eben Holden	3
	In the Days of Poor Richard	3
	Keeping up with Lizzie	1,2
	Man for the Ages	3
Bacon		
	Smith College Stories	1,2,3
Baker		
	Shasta of the Wolves	1,2
Bangs		
	Houseboat on the Styx	3
Barbour		
	Crimson Sweater	1,2

Author	Book	
Barrie		
	Little Minister	1,2
	Peter and Wendie	1,2
	Sentimental Tommy	4
	Window in Thrums	4
Bennett		
	Buried Alive	4
Bennett		
	Master Skylark	1,2
	Barnaby Lee	1,2
Bill		
	Clutch of the Corsican	1,2
Birmingham		
	Spanish Gold	4
Black		
	Judith Shakespeare	1,2
Blackmore		
	Lorna Doone	4
Boyd		
	Drums	3
Bronte		
	Jane Eyre	4
Brown		
	Meadow Grass	3
Brown		
	Rob and his Friends	1,2
Buchan		
	Greenmantle	4
Bunner		
	Short Sixes	3
Bunyan		
	Pilgrim's Progress	1,2
Burnett		
	Secret Garden	1,2
	T. Tembarom	1,2
Byrne		
	Messer Marco Polo	3
Cable		
	Old Creole Days	3
Carroll		
	Alice's Adventures in Wonderland	1,2
Cather		
	My Antonia	3
Cervantes		
	Don Quixote	1,2
Churchill		
	Crisis	3
	Crossing	3
	Richard Carvel	3

Author	Book	
Clemens		
	Adventures of Huckleberry Finn	1,2
	Adventures to Tom Sawyer	1,2
	Connecticut Yankee in King Arthur's Court	1,2
	Personal Recollections of Joan of Arc	3
	Prince and the Pauper	1,2
Cody		
	World's Greatest Short Stories	
Collins		
	Moonstone	4
	Woman in White	4
Connor		
	Black Rock	3
	Glengarry School Days	3
	Man From Glengarry	3
	Sky Pilot	3
Conrad		
	Lord Jim	4
	Rover	4
	Typhoon	4
Cooper		
	Deerslayer	3
	Last of the Mohicans	3
	Pilot	3
	Red Rover	3
	Spy	3
Craik		
	John Halifax Gentleman	4
Crane		
	Red Badge of Courage	1,2
Crawford		
	In the Palace of the King	3
	Saracinesca	3
David		
	Boy Scout, and other stories for Boys	1,2
	Gallegher, and other stories	1,2
	Soldiers of Fortune	3
Davis, W. S.		
	Friend of Caesar	1,2
	Victor Salamis	1,2
Defoe		
	Robinson Crusoe	1,2
Deland		
	Dr. Lavendar's People	3
	Kays	3
	Iron Woman	3
	Old Chester Tales	3
De Morgan		
	Alice-for-Short	4
	Joseph Vance	4

Author	Book	
Dickens		
	Christmas Stories	1,2
	David Copperfield	4
	Dombey and Son	4
	Great Expectations	4
	Nicholas Nickleby	4
	Old Curiosity Shop	4
	Oliver Twist	1,2
	Pickwick Papers	4
Dix		
	Merrylips	1,2
	Blythe McBride	1,2
	Soldier Rigdale	1,2
Dodge		
	Hans Brinker	1,2
Doyle		
	Adventures of Sherlcok Holmes	1,2
	Hound of the Baskervilles	1,2
	White Company	1,2
Dumas		
	Black Tulip	1,2
	Count of Monte Cristo	1,2
	Three Musketeers	1,2
Duncan		
	Dr. Luke of the Labrador	3
	Adventures of Billy Topsail	1,2
Ebers		
	Egyptian Princess	1,2
Eggleston		
	Hoosier School Boy	1,2
	Hoosier Schoolmaster	1,2
Eliot		
	Adam Bede	4
	Mill on the Floss	4
	Romola	4
Farjeon		
	Martin Pippin in the Apple Orchard	1,2
Farnol		
	Amateur Gentleman	1,2
	Broad Highway	1,2
Ferber		
	Buttered Side Down	3
	Show Boat	3
	So Big	3
Fisher		
	Bent Twig	3
	Hillsboro People	3
	Home Fires in France	3
	Rough Hewn	3
	Understood Betsy	1,2
Ford		
	Honorable Peter Sterling	3
	Janice Meredith	3
Fox		
	Little Shepherd of Kingdom Come	3
	Trail of the Lonesome Pine	3

Author	Book	
Frederick		
	In the Valley	3
Freeman		
	New England Nun	3
	Portion of Labor	3
French, A.		
	Story of Rolf and the Viking's Boy	1,2
French, H. W.		
	Lance of Kanana	1,2
Gale		
	Miss Lulu Bet	3
	Friendship Village	3
Galsworthy		
	Freelands	4
Garland		
	Captain of the Grey Horse Troop	
	Main Travelled Roads	3
Gaskell		
	Cranford	4
Goldsmith		
	Vicar of Wakefield	4
	Man Without a Country	1,2
Harrison		
	Queed	3
Harte		
	Luck of Roaring Camp	3
Hawes		
	Dark Frigate	1,2
	Wind in the Willows	4
Gras		
	Reds of the Midi	
Grenfell		
	Bright Shawl	3
	Labrador Days	3
Hergesheimer		
	Golden Age	4
	Great Quest	1,2
Grahame		
Hegan		
	That Year at Lincoln High	1,2
Gollomb		
Hawthorne		
	Tales of the Labrador	3
Hale		
	Mutineers	1,2
	House of Seven Gables	3
	Marble Faun	3
	Scarlet Letter	3
	Twice Told Tales	3
	Mrs. Wiggs of the Cabbage Patch	1,2
Hemon		
	Marie Chapdelaine	3
	Four Million	3
	Ransome of Red Chief	1,2
Henry		
	Cabbages and Kings	3

Author	Book	
Heydrick		
	Americans All	1,2
Heyliger		
	High Benton	1,2
Hope		
	Prisoner of Zenda	1,2
Hough		
	Covered Wagon	3
	Fifty-four Forty or Fight	3
	North of 36	3
Howells		
	Rise of Silas Lapham	3
Hudson		
	Green Mansions	4
Hughes		
	Tom Brown's School Days	1,2,4
Hugo		
	Hunchback of Notre Dame	4
	Les Miserables	4
Irving, Washington		
	Tales of a Traveller	
	Tales Edited by Van Doren	3
Jackson		
	Ramona	3
Janier		
	Aztec Treasure-house	3
Jessup		
	Best American Humorous Short Stories	
	Representative American Short Stories	
Jewett		
	Betty Leicester	1,2
	Country of the Pointed Firs	3
Johnson		
	Stover at Yale	1,2,3
	Varmint	1,2
Johnston		
	1492	3
	Prisoners of Hope	3
	To Have and to Hold	3
	Long Roll	3
Kelly		
	Little Citizens	3
Kingsley		
	Hereward, the Wake	4
	Westward, Ho!	4
Kipling		
	Captains Courageous	1,2
	Day's Work	1,2,4
	Jungle Book	1,2
	Just So Stories	1,2
	Kim	1,2,4
	Land and Sea Tales for Boys and Girls	1,2
	Light that Failed	4
	Puck of Pook's Hill	1,2

Author	Book	
Knipe		
	Lucky Sixpence	1,2
Lagerlof		
	Wonderful Adventures of Nils	1,2
Lamprey		
	In the Days of the Guild	1,2
Laselle		
	Joy in Work	1,2
	Short Stories of The New America	1,2,3
Law		
	Modern Short Stories	3
Locke		
	Beloved Vagabond	4
	Septimus	4
London		
	Call of the Wild	1,2
	White Fang	1,2
Loti		
	Iceland Fisherman	4
Lytton		
	Last of the Barons	4
	Last Days of Pompeii	4
McCarthy		
	If I were King	3
Major		
	When Knighthood was in Flower	3
Malory		
	Boy's King Arthur	1,2
Marryat		
	Masterman Ready	1,2
	Mr. Midshipman Easy	1,2
Martin		
	Emmy Lou	1,2,3,
Masefield		
	Jim Davis	1,2
	Martin Hyde	1,2
Maupassant		
	Odd Number	4
Meigs		
	Pool of Stars	1,2
Melville		
	Moby Dick	3
	Typee	3
Mikels		
	Short Stories for English Courses	2
Mitchell		
	Hugh Wynne, Free Quaker	3
Montgomery		
	Anne of Green Gables	1,2
Morgan, James		
	The Boy and the Man	3
Morley		
	Haunted Book Shop	3
	Parnassus on Wheels	3
Muir		
	Stickeen	1,2

Author	Book	
Munroe		
	Flamingo Feather	1,2
Nordhoff		
	Pearl Lagoon	
Norris		
	Octopus	3
	Pit	3
Norris		
	Mother	1,2
Ollivant		
	Bob,Son of Battle	1,2
Page		
	In Ole Virginia	3
	Red Rock	3
Parker		
	Right of Way	3
	Seats of the Mighty	3
Pier		
	Boys of St. Timothy's	1,2
Poe		
	Tales of Mystery and Imagination	1,2,3,
Poole		
	Harbor	3
Porter		
	Scottish Chiefs	1,2
Pulsford		
	Old Brig's Cargo	1,2
Pyle		
	Men of Iron	1,2
	Merry Adventures of Robin Hood	1,2
	Otto of the Silver Hand	1,2
	Story of Jack Ballister's Fortunes	1,2
	Story of King Arthur and his Knights	1,2
Quick		
	Hawkeye	3
	Vandemark's Folly	3
Reade		
	Cloister and the Hearth	4
Rice		
	Mrs. Wiggs of the Cabbage Patch	1,2
Rinehart		
	K	3
Runkle		
	Helmet of Navarre	3
Sabatini		
	Sea-hawk	4
	Scaramouche	4
Santee		
	Men and Horses	1,2
Schulz		
	With the Indians in the Rockies	1,2
	Lone Bull's Mistake	1,2
	Trail of the Spanish Horse	1,2

Author	Book	
Scott		
	Kenilworth	4
	Quentin Durward	4
	Talisman	4
Seaman		
	Jacqueline of the Carrier Pigeons	1,2
Seton		
	Biography of a Grizzly	1,2
	Lives of the Hunted	1,2
	Trail of the Sand Hill Stag	1,2
	Wild animals I have known	1,2
Sienkiewicz		
	Quo Vadis	4
Singmaster		
	Boy at Gettysburg	1,2
	Emmeline	1,2
	When Sarrah Saved the Day	1,2
Smith		
	Colonel Carter of Cartersville	3
	Caleb West	3
	Felix O'Day	3
	The Fortunes of Oliver Horn	3
Snedeker		
	Perilous seat	1,2
	Spartan	1,2
Spyri		
	Heidi	1,2
Stevenson		
	Black Arrow	1,2,4
	David Balfour	1,2
	Kidnapped	1,2
	Merry Men and other Tales	1,2
	New Arabian Nights	1,2,4
	Treasure Island	1,2
Stockton		
	Casting away of Mrs. Lecks and Mrs. Alshine	3
	Lady or the Tiger, and Other Stories	3
	Rudder Grange	3
Stowe		
	Uncle Tom's Cabin	3
Sublette		
	Scarlet Cockrell	1,2
Swift		
	Gulliver's	1,2,4
Tarbell		
	He Knew Lincoln, and Other Billy Brown stories	3
Tarkington		
	Alice Adams	3
	Gentleman from Indiana	3
	Magnificent Ambersons	3
	Monsieur Beaucaire	3
	Penrod	1,2
	Seventeen	1,2
	Turmoil	3
Terhune		
	Lad; a Dog	1,2
Thackeray		
	Rose and the Ring	1,2
	Henry Esmond	4
	Vanity Fair	4
Thompson		
	Alice of Old Vincennes	3
Thompson		
	Green Mountain Boys	1,2
Tolstoi		
	Twenty-three Tales	
Tomlinson		
	Scouting with Daniel Boone	1,2
Vachell		
	Hill	1,2
Van Dyke		
	Blue Flower	1,2,3
	Story of the Other Wise Man	1,2,3
Verne		
	Around the World in Eighty Days	1,2
	Mysterious Island	1,2
	Twenty Thousand Leagues Under the Sea	1,2
Wallace		
	Grit A-plenty	1,2
	Ungava Bob	1,2
	Wilderness Castaways	1,2
Wallace		
	Ben Hur	3
	Fair God	3
Walpole		
	Jeremy	4
	Green Mirror	4
	Portrait of a Man With Red Hair	4
	Young Enchanted	4
Warner		
	Being a Boy	1,2
Waterloo		
	Story of Ab	1,2
Webster		
	Daddy-Long-Legs	1,2
	Dear Enemy	1,2
	When Patty Went to College	1,2
Wells		
	Kipps	4
Westcott		
	David Harum	3

Author	Book	
Weyman		
	Gentleman of France	3
White		
	Blazed Trail	3
	Gold	3
	Riverman	3
	Rules of the Game	3
Whitehead		
	Standard Bearer	1,2
Wiggin		
	Cathedral Courtship	1,2,3
	Mother Carey's Chickens	1,2,3
	New Chronicles of Rebecca	1,2
	Penelope's Progress	1,2
	Polly Oliver's Problem	1,2
	Rebecca of Sunnybrook Farm	1,2
	Timothy's Quest	1,2
Wister		
	Virginian	3
Wyss		
	Swiss Family Robinson	1,2
Young		
	Adventure in Alaska	1,2
Zangwill		
	Children of the Ghetto	

BIOGRAPHY

Addams
Twenty Years at Hull House

Alcott
Life, Letters and Journals; ed. by Cheney.

Antin
Promised Land

Barrie
Margaret Ogilby

Barnum
Werner.

Barton
Epler. Life of Clara Barton.

Bok
Americanization of Edward Bok.
Dutch Boy Fifty Years After.

Bolton
Lives of Girls who become Famous.
Lives of Poor Boys who Became Famous.

Boone
Thwaites. Daniel Boone.
White. Daniel Boone, Wilderness Scout.

Burnett
One I Knew Best of All

Carnegie
Autobiography

Clemens
Howells. My Mark Twain.
Paine. Boy's Life of Mark Twain.

Cody
Autobiography of Buffalo Bill.

Crockett
Allen. David Crockett, Scout.

Custer
Boots and Saddles

Damrosch
My Musical Life.

Davis
Real Soldiers of Fortune.

De Kruif
Microbe Hunters

Eastman
Indian Boyhood.

Edison
Jones. Thomas Alva Edison.
Meadowcroft. Boy's Life of Edison.

Franklin
Autobiography.

Fry
Richards. Elizabeth Fry.

Garland.
Daughter of the Middle Border.
Son of the Middle Border.
Boy Life on the Prairie.

Grenfell
Adrift on an Ice Pan.
Labrador Doctor.

Howells
Boy's Town.

Hudson
Far Away and Long Ago.

Keller
Story of My Life.

Larcom
New England Girlhood.

Lincoln
Charnwood. Abraham Lincoln.
Morgan. Abraham Lincoln, Boy and Man.
Nicolay. Boy's Life of Abraham Lincoln.

Muir
Story of My Boyhood and Youth.

Nightingale
Richards. Florence Nightingale.

Page
Life and Letters.

Palmer
Life of Alice Freeman Palmer.

Panunzio
Soul of an Immigrant.
Parker
American Idyll.
Pershing
Tomlinson. Story of General Pershing.
Quick
One Man's Life.
Ravage
America in the Making.
Riis
Making of an American.
Roosevelt
Autobiography.
Letters to his Children.
Hagedorn. Boy's Life of Theodore Roosevelt.
Shaw
Story of a Pioneer.
Skinner
Footlights and Spotlights.
Stevenson
Overton. Life of Robert Louis Stevenson.
Washington
Up From Slavery.
Washington
Scudder. George Washington
Wiggin
My Garden of Memory.

DRAMA

Barrie
Admirable Crichton.
Alice-Sit-by-the-Fire.
Half Hours.
Kiss for Cinderella.
Quality Street.
What Every Woman Knows.
Bennett
E. A., & Knoblauch, E. Milestones.
Cohen
Longer Plays by Modern Authors.
One Act Plays.
Drinkwater
Abraham Lincoln.
Oliver Cromwell
Dunsany
Plays of Gods and Men.
France.
Man Who Married a Dumb Wife.
Galsworthy
Justice.
Loyalties.
Pigeon.
Silver Box.
Strife.
Gerstengerg
Ten One-act Plays.
Goldsmith
She Stoops to Conquer.
Gregory.
Seven Short Plays.
Housman and Barker.
Prunella.
Howells.
Mouse Trap, and Other Farces
Jerome
Passing of the Third Floor Back.
Kennedy.
Servant in the House.
Knickerbocker
Plays for Classroom Interpretation.
Leonard.
Atlantic Book of Modern Plays.
Mackaye
Canterbury Pilgrim.
Jeanne d'Arc.
MacKaye
Scarecrow.
Maeterlink
Blue Bird.
Milne
Mr. Pim Passes by.
Noyes
Sherwood.
Parker
Disraeli
Peabody
Piper.
Rostand
Chanticleer.
Cyrano de Bergerac.
Shakespeare
As You Like It.
Henry V.
King Lear.
Midsummer Night's Dream.
Much Ado About Nothing
Romeo and Juliet.
Taming the Shrew.
Tempest.
Twelfth Night.
Shaw
Androcles and the Lion.
Saint Joan.
Sheridan
Rivals.
School for Scandal.
Synge
Riders to the Sea.
Tarkington
Man from Home.
Walker
Portmanteau Adaptations
Portmanteau Plays.

Wilde
Importance of Being Ernest.
Yeats
Hour Glass and Other Plays.
Zangwill
Melting Pot.

POETRY

Bates
Ballad Book.
Benet
Poems for Youth.
Brooke
Collected Poems.
Carhart
Magic Casements.
Child
English and Scottish Popular Ballads.
Clarke
Treasury of War Poetry
Daly
Carmina.
McAroni Ballads.
Davis
Girl's Book of Verse.
De La Mare
Peacock Pie.
Come Hither.
Dunbar
Lyrics of Lowly Life.
Field
Little Book of Western verse.
Fish
Boy's Book of Verse.
Frost
Selected Poems.
Guiterman
Laughing Muse.
Kilmer, A,
Candles that Burn.
Kilmer, A.
Trees and Other Poems.
Kipling
Verse; Inclusive Edition.
Songs for Youth.
Lindsay
Congo and Other Poems.
Lomax
Cowboy Songs.
Macauley
Lays of Ancient Rome.
Masefield
Salt-water Poems and Ballads
Morley
Chimneysmoke.
Noyes
Collected Poems.
Olcott
Story-telling Poem.
Palgrave
Golden Treasury
Repplier
Book of Famous Verse.
Richards
High Tide
Star Points
Riley
Hoosier Book of Verse.
Rittenhous
Little Book of American Poets.
Little Book of Modern Verse.
Second Book of Modern Verse.
Sandberg
Chicago Poems.
Smoke and Steel.
Service
Rhymes of a Red Cross Man.
Spell of the Yukon.
Teasdale
Rainbow Gold.
Teter
One Hundred Narrative Poems.
Untermeyer
Modern American Poetry.
Modern British Poetry.
This Singing World.
Wells
Nonsense Anthology.
Wilkinson
Contemporary Poetry.
New Voices.

ESSAYS

Addison
Days with Sir Roger de Coverly.
Atlantic Monthly.
Atlantic Classisc; 1st & 2nd ser.
Youth and the New World.
Benchley.
Of all Things!
Bennett
How to Live on 24 Hours a Day.
Bergengren
Comforts of Home.
Perfect Gentlemen.
Briggs
School, college and character.
Brooks
Chimney Pot Papers.
Broun
Seeing Things at Night.
Burroughs
Birds and Bees.
Squirrels and Other Fur-bearers.

Cobb
Speaking of Operations.
Crothers
Gentle Reader.
Dunne
Mr. Dooley in the Hearts of His Countrymen.
Emerson
Essays, 1st & 2nd ser.
Grayson
Adventures in Contentment.
Adventures in Friendship.
Friendly Road.
Hawthorne
Mosses from an Old Manse.
Heydrick
Types of the Essay.
Holliday
Walking Stick Papers.
Holmes
Autocrat of the Breakfast Table
Irving
Alhambra.
Sketch Book.
Knickerbocker
Present Day Essays.
Lamb
Essays of Elia.
Law
Modern Essays and Stories.
Leacock
Literary Lapses.
Over the Footlights.
Lowell
My Study Windows.
Lucas
Adventures and Enthusiasms
McCauley
Essays.
McCullough
Book of Modern Essays.
Matthews
Oxford Book of American Essays.
Morley
44 Essays.
Mince Pie.
Modern Essays for Schools; 1st & 2nd Ser.
Romany Stain.
Notion Counter
Repplier
Essays in Idleness.
Ruskin
Sesame and Lillies.
Sass.
Adventures in Green Places.
Sharp
Magical Chance.
Smith
What can Literature do for me?
Stevenson
Travels with a Donkey.
Tanner
Essays and Essay Writing.
Thoreau
Walden
Van Dyke
Fisherman's Luck.
Warner
My Summer in a Garden.
Warner
Endicott and I.
White
Cabin.
Forest

GENERAL

Aldrich
Hill-top on the Marne.
Bauer
How Music Grew.
Baynes
Animal Heroes of the Great War.
Bechdolt
When the West was Young.
Beebe
Arcturus Adventure.
Jungle Peace.
Jungle Days.
Bond
Inventions of the Great War.
Sorup
Tenderfoot with Peary
Bostock
Training of Wild Animals.
Bullen
Cruise of the Cachalot.
Burroughs
Camping and Tramping with Roosevelt.
Caldwell
Science Remaking the World.
Clemens
Innocents Abroad
Life on the Mississippi.
Roughing It.
Cooper
Lions 'n' Tigers 'n' Everything.
Cooper
My Lady of the Chinese Courtyard.
Crane
Indians of the Enchanted Desert.
Dana
Two Years Before the Mast.

Fabre
Insect Adventures.
Life of the Fly.
Life of the Spider.
Social Life in the Insect World
Story Book of Science.
Franck
Vagabond Journey Around the World.
Grey
Tales of Lonely Trails.
Hall
High Adventure
Halliburton
Royal Road to Romance.
Hough
Passing of the Frontier.
Hough
Story of the Cowboy
Huard
My Home in the Field of Honor.
Martin
Friendly Stars.
Mills
Story of the Thousand Year Pine
Wild Life on the Rockies.
Moffett
Careers of Danger and Daring
Morgan
Boys' Home Book of Science and Construction.
Muir
Travels in Alaska.
Paine
Lost Ships and Lonely Seas.
Parkman
Oregon Trail.
Peary
North Pole.
Powell
Where the Strange Trails go Down.
Putnam
David Goes Voyaging.
Rickenbacker
Fighting the Flying Circus.
Rinehart
Out Trail
Rollins
Cowboy.
Roosevelt
African Game Trails.
Hunting Trips of a Ranchman.
Shackleton
South.
Slosson
Keeping up with Science.
Stefansson
Friendly Arctic.
Hunters of the Great North.
Stewart
Letters of a Woman Homesteader.
Stockton
Buccaneers and Pirates of our Coasts.
Street
Abroad at Home
Tappan
When Knights were Bold.
Underwood
Wild Brother.
Wallace
Lure of the Labrador Wild.
White
Land of the Footprints.
Van Loon
Story of Mankind.
Wallace
Lure of the Labrador Wild.
Wells
Short History of the World.

MATHEMATICS

Four full years of mathematics are offered, including Trigonometry and College Algebra. Pupils preparing for college will find it advantageous in many cases to take the first three years of mathematics.

ALGEBRA

I. Through quadratics. The aim of the first year's work in algebra is to enable the pupil to solve practical problems by the aid of algebraic principles. To gain this end the early part of the year is spent in securing rapid and accurate manipula-

tion of algebraic quantities in the four fundamental operations. This work is followed by drill upon fractions, involution, evolution and the resolution of polynominals into factors by the method in common use. The solution of simple equations is introduced early and is followed, as soon as the pupil is prepared, by the solution of simple quadratics and systems of linear equations supplemented by graphic work. Practical application of these principles is made from time to time to the solution of problems.

Text: Edgerton and Carpenter.

III. First semester, third year. Quadratics, including quadratic and similarly solved equations, the discussion of their roots, calculus of radical, theory of exponents; radical equations, the binomial theorem, simultaneous equations, particularly of the second degree between two and three variables, graphic solution of equations and systems, ratio and proportion, the progressions and logarithms.

Text: Edgerton and Carpenter.

GEOMETRY

II. Plane Geometry throughout the second year. The amount of work done is equivalent to that contained in the standard texts. Special attention is given to the solution and demonstration of original exercises and to the best methods of attacking them; law of converse, generalization of figures, figures in perspective, systems of points, loci of points, intersection of loci as a means of attacking original problems, the relation of the method of limits to the indirect method and its advantages in application, maxima and minima, etc.

Text—Ford and Ammerman. (Prerequisite Algebra I.)

III. Solid Geometry, second semester of the third year. The subject as given in the standard texts is carefully covered and much emphasis is placed upon the solution of original problems. Considerable attention is given to the mensuration of model solids and to constructive work upon the spherical board.

Text—Ford and Ammerman. (Prerequisite Geometry II.)

PLANE TRIGONOMETRY AND COLLEGE ALGEBRA

Only students are admitted to these courses who have com-

pleted Elementary Algebra through Quadratics (one year); Plane Geometry (one year); Advanced Algebra (one-half year); Solid Geometry (one-half year).

Credits in these courses admit students without examination to the Sophomore work of the University of Illinois. Many other prominent colleges and universities extend to our students similar credit.

(1) PLANE TRIGONOMETRY

Text: Brenke, as a basis, supplemented by Granville, Murray, Crawley, Crockett, Wentworth and Smith and others.

Time: One semester of five months.

Scope: All subjects in the text and much supplementary work.

Subjects Stressed: Drill in the development of all formulae; trigonometric equations including those involving inverse functions and simultaneous systems; generalization; graphs of functions; solution of problems both with natural and logarithmic tables.

(2) COLLEGE ALGEBRA

Text: Brenke, as a basis, supplemented by C. Smith, Hall and Knight, Fine, Hawkes, and other standard texts.

Time: One semester of five months.

Scope: All subjects in the text and work drawn from the above supplementary texts.

Subjects Stressed: Infinite Series; Differentiation; Maclaurin's Formula; Differences; Determinants; Polar Coordinates; Complex Numbers; DeMoivre's Theorem; Theory of Equations with special emphasis on Transformation, Graphic Interpretation of Functions, Descartes' Rule of Signs, Sturm's Functions, Horner's Method of Approximation of Irrational Roots, Problems in Maxima and Minima, and in Mechanics.

SCIENCE

General Science is required of all students for one semester in the first year. Botany and Zoology are elective in the second year. Chemistry is elective in the third year and Physics in the fourth year. Physics is recommended as college entrance elective.

GENERAL SCIENCE

General Science is a required course. As the name suggests, the course is a general one and at no time is mentioned any of the several sciences. The course is cultural. It is not in any sense an introductory course. However, we aim to cultivate the scientific attitude. Happy, indeed, is the finding of a mind that is more than curiously interested; a mind where the imagination is being guided by logical reasoning. The high aim leads the class unit in such direction.

Each of the several sciences is difficult in its detail. Fundamentals, simple as they may seem, are thoroughly discussed. Much of our scientific practice of to-day is taken for granted. We cannot deny that there is more to know about a car under the floor than above it. The objective is to gain the students' interest, sustain that interest and work swiftly to the logical conclusion for the fundamental law. We cannot say that since a student is curiously minded that the student necessarily possesses a scientific imagination.

The aim is to develop the curiously minded student into the logically minded student. Secondly, the course gives much general information.

Theory, essential as it is, plays second to practice.

The classroom procedure consists of quiet reading, general discussion, special reports, notes—written and sketched (as a rule a set of notes is the tell-tale to order and accuracy), and text assignments. As the occasion arises the teacher, during part of the general discussion may give an informal talk on the latest findings and their applications to our every day life.

Laboratory work is purely that of demonstration. The demonstration may follow or may lead to the general discussion. The following topics for discussion and demonstration will serve as a synopsis for the work required in the course:

1. Does air have weight?
2. Since air has weight does it press down as other heavy objects?
3. The Standard meter.
4. The Mercurial Barometer.
5. Graph showing relation between thermometers
6. Moisture in the air.
7. Bacteria in milk.
8. Molds.
9. The yeast plant.
10. Diffusion of gases.
11. Structure of a particle of water.
12. Hydrogen and its peculiarities.
13. Oxygen and its peculiarities.
14. Carbon Dioxide and its peculiarities.
15. The epidermis of a leaf.

16. Photosynthesis.
17. Starch and Sugar.
18. Waste product in photosynthesis.
19. Pressure and Boiling points.
26. Simple machines—the pulleys.
27. Simple machines—the inclined plane.
28. Simple machines—the house jack.
29. The steam engine.
30. Gears.
31. Oils—Composition and refining.
32. The simple voltaic cell.
33. The dry cell.
34. Peculiarities of magnets.
35. Electromagnets and their uses.
36. The telephone and the telegraph.
37. The A. C. Dynamo.
38. Motors.
39. The lead storage cell.
40. The Radio vacuum tube.
41. Local topography and Lake Michigan.
42. Vertical rock section for local area; deep wells.
43. Minerals and Rocks.
20. Lift pump.
21. Siphon.
22. How Lake Michigan influences our climate?
23. What is the volume of a rock? its density?
24. Local sewage treatment and disposal.
25. Simple machines—the levers.
44. What is soil? Fertilizer?
45. Animal life in the soil.
46. Plant life in the soil.
47. Inter-relationship—Plants and animals.
48. The Planetary system.
49. The Stars.
50. How do we get time?

BOTANY

Botany is an elective study for second year pupils and extends through the year. Five periods per week are divided between recitations and laboratory work as occasion demands. The fall work begins with a study of flowers and weeds, followed by a study of trees; special attention is given to the trees of this vicinity, including a study of their summer and winter conditions. The planting and care of the various kinds of trees are considered; and the nature and economic importance of some of the woods receive attention. During the winter months some of the lower forms of plant life are studied with a view to giving the pupils a general idea of the work of evolution. This is followed by experiments in physiology to show how plants carry on the function of life. The spring months are devoted to the higher forms of plant life; an effort is made to acquaint the pupils with other common spring flowers; and ecology, as represented in swamp, field and flora, is studied. Bergen and Caldwell's Practical Botany is the text used.

ZOOLOGY

Zoology is an elective study of the second year; five periods per week are required throughout the year, which include lab-

oratory and recitation. The fall term includes a study of insects and their habits. During the winter months the higher forms are studied; a special effort is made to give the pupils a general knowledge of comparative morphology and physiology. Ecology forms the basis of spring work, including types of pond, wood and field fauna. Pupils are required to bring into the laboratory material from this region, and field work is done at times appointed by the teacher. Lindville and Kelley is the text book used.

CHEMISTRY

The course in Chemistry is open to students of the third and fourth years. The course, comprising one year, is divided into two parts, laboratory and class-room work. The basis of the class-room work is found in, "High School Chemistry", by Charles E. Dull, supplemented by the texts, Black and Conant: Brownlee and Fuller: Gray, Sandifur and Hanna: Emery, Davis: "Creative Chemistry" by E. E. Slossen. Outside reading is encouraged, particularly from current literature, thus forming a link between the theory and application of chemistry.

The entire subject is divided into nine divisions or units. The titles of these Units follow:

Oxygen-Oxidation and Chemical Change.

Fuels and their Constituents.

Water, Solution and Crystallization.

The Effect of Temperature and Pressure upon Gases in General.

The Idea of the Atom and Molecule and how it is Used.

Ionization, Acids, Bases and Salts.

Some of the Non-Metals and their Compounds.

The Nitrogen and Halogen Families: The Periodic Classification.

The General Properties of Metals and the Solubility of their Salts.

Organic Chemistry or the Compounds of Carbon Produced by Life.

It is easier for the mind to retain subject matter if it is

related to some central idea. The Unit furnishes the hub for the wheel. A set of questions, covering the subject matter of the Unit is given the student before beginning a new Unit. The reading preparation is in this way made more definite and the student is better able to center his attention upon the more necessary parts of the text. These questions are made the basis of the future oral and written quizzes. Before credit is given for a Unit of work it must be complete, that is, the experiment must be done and passed, the daily work must be all handed in and the quiz covering the work of the Unit passed. The idea behind this procedure is to teach the pupil to FINISH a task once it is begun.

The laboratory work usually succeeds but may precede the class-room study: the two are at all times related. In the laboratory each pupil is supplied with his own set of laboratory apparatus and works alone unless the experiment can better be performed with assistance. A careful record is made and kept of all experiments. They are handed to the instructor for inspection, and if errors are found the experiments are returned to the student for correction. This process is continued until the experiments are entirely correct. The purpose of the experiment is, at all times, kept before the pupil by personal consultation and the recitation.

A first-hand study is made of the laws governing chemical change. The common gases and solid elements are prepared and their physical and chemical properties examined, particular attention being given to their relationships. As the work advances, compound of the elements are made, and as often as possible the commercial use of these compounds is shown.

In order to impress the pupil with the higher order of modern chemical precision, some quantative experiments are performed, such as: the determination of the weight of a liter of oxygen: the strength of acids and bases by titration: the per cent of oxygen in potassium chlorate: tests for the per cent of butter fat in milk by the Babcock method: tests for the adulteration of foodstuffs: the metals of the first and second groups of qualitative analysis are separated. In all, about 70 experiments are performed.

During the last quarter of the school year each student is required to prepare and present a special topic upon some

chemical subject that is of special interest to him. The purpose of this theme is to furnish the pupil an opportunity to learn more about some one process or natural phenomonen than is otherwise possible in a High School course and to obtain experience in finding and compiling knowledge upon his own responsibility.

As many trips to chemical plants are taken as is possible during the year.

The course is elementary in character although advanced enough to arouse in the student an interest in some branch of Chemistry for future study because he has been taken far enough in the subject to appreciate it, and to understand its possibilities. The purpose is also to impart such facts concerning the chemistry of daily life that the student may become a more useful citizen and be more thoroughly adapted to his environment.

PHYSICS

Physics, a one year subject, can be elected by students in the third or fourth years. Two types of courses are offered, PHYSICS I and PHYSICS II.

PHYSICS I

The purpose of this course is to acquaint the student with the phenomena of daily life and to stimulate him to do some thinking on his own account about the whys and hows of the physical world in which he lives. The class-room and laboratory are kept in proper relation to one another in "driving home" the laws or principles of the subject.

The text used as a basis of the course is, "The Elements of Physics," by Milikan and Gale, and "Laboratory Physics" by the same authors. In addition, the following texts are in the class-room library: "Black and Davis," "Fuller, Brownlee and Baker," "Carhart and Chute," "Sears," "Merchant and Chant," "Dull."

The laboratory is equipped with all the neded apparatus to illustrate each of the general principles studied and to allow a maximum of individual work. Many pieces of special apparatus are used for class-room demonstration. About forty experiments are performed by the class during the year, among

them are: Determination of the density of an irregular body; 2. Relation of depth to density in a free liquid. 3. Relation of volumes of gases to temperature and pressure. 4. Determination of the linear coefficient of iron. 5. The mechanical equivalent of heat. 6. The electrical resistence of conductors (by voltmeter, ammeter and by Wheatstone bridge.) 7. Determination of the length of sound waves. 8. Determination of the index of refraction of glass.

A careful record is made and kept of all experiments. As soon as each is finished it is handed in, needed corrections indicated and returned to the student for completion.

The topics are grouped into related subjects called Units. During the first semester the following units are considered: Pressure below the Surface. Sound. Work. Power and Mechanical Energy. Force and Motion. The units of the second semester are: Heat. Electricity. Light and Invisible Radiations.

In order to keep before the student the essential points he should master during his reading preparations he is supplied with a series of questions and problems covering each unit. Those questions and problems are used as the basis for recitation, written work and for tests upon each unit. The general basic principles of the subject are emphasized throughout the course and details are made of minor importance. Physical problems and labratory work are given prominence as a means of fixing principles and illustrating the uses of physics.

This course is intended primarily for students expecting to pursue scientific work further after leaving the high-school and for others having a special interest in the subject.

PHYSICS II

This is a one year course open to third and fourth year students. The purpose of the course bears practical identity to Physics I. The difference in the two courses is found in the method of approach and emphasis upon different phases of the subject. The text is, "Elementary Principles of Physics," by "Fuller, Brownlee and Baker," with "Laboratory Physics" by Milikan and Gale.

The work of the course may be conveniently divided into

the following topics: Properties of Matter; Heat; Sound; Light; Magnetism; Electricity; Force and Motion; Work, Power and Mechanical Energy. Each division of work is so taken up that it leads logically to the next.

The daily work of the class is reinforced by simple demonstrations performed by the teacher. Experiments from the laboratory manual are performed when there is need for them in helping to clinch some physical principle. These experiments are performed by the teacher as a demonstration for the class, or by a group acting for the class, or if the supply of apparatus permits, each member of the class does the experiment for himself. All experiments are written up and handed in with answers to the accompanying questions. In many of the experiments, where the results are known in advance, it is the students business to account for the discrepancy between the result obtained and the correct one. In many cases this sort of practice is highly effective in cultivating the scientific attitude of mind.

The text is abundantly supplied with questions distributed throughout as well as at the end of each division of subject matter. The questions with problems from the book and outside sources constitute the basic material for class work and for tests.

Formulas have been cut to a minimum, however, the few that are found are very essential to the progress of the study.

Science must be exact—with this idea of exactness comes the hand-maiden of science—mathematics. It is quite impossible to talk of quantitative terms and make application of the various physical principles without the use of some simple mathematics. Various phases of the course make use of problems involving the simple processes of arithmetic, fractions, percentage, ratio and proportion. Altho problems are not stressed in this course as much as in Physics I this fact is not looked upon as indicating a lack of work to be done in the course.

Students of this course are not looked upon as future workers in science but as actual workers in that field, folks who want to become equipped with some scientific knowledge and the scientific attitude so as to make life a richer and more meaningful process.

HISTORY

Three years in history are offered and for those specializing in history the courses should be taken in the order given. One full year is devoted to each course. American History is required for graduation.

Early European History.

Mediaeval and Modern European History.

American History and Government.

ANCIENT HISTORY

This course begins with the evidences and records of the earliest known human life, and from here the significant facts of civilization are traced down to the time of Charlemagne. How human beings changed in education, in mental ability and in habits of life through the ages, is one of the chief aims of this outline of history.

Webster's "Ancient History is the required text, but much use is made of reference books in the class-room and library.

EARLY EUROPEAN HISTORY

This course is planned for Sophomore and Freshman students. Outlines and summaries of the principal events and the achievements of man from earliest times down to the Fall of Rome are studied.

Text: Webster.

MODERN EUROPEAN HISTORY

This course has been reorganized to follow the lines of the direct teaching procedure so successfully used in American History. The study of history has for one of its chief purposes the building up of a series of intelligent attitudes, the creation of an understanding of the major tendencies of civilization. It has been assumed that there are four such tendencies; the tendencies toward democracy, industrialism, nationalism, and imperialism. All four received their impetus to Growth in the Renaissance and all are interrelated.

The course, therefore, has been organized to present the following units: 1. The Reawakening of Western Europe. 2. The Renaissance Age. 3. The Development of Democratic Institutions in Western Europe. 4. The Growth of the Spirit of Nationalism. 5. The Industrialization of Western Europe. 6. The Present Day Tendency toward Imperialism.

The direct teaching procedure has been explained under the heading "American History." Webster's Modern European History has been retained as the basal reference and an adequate class room library has been provided.

AMERICAN HISTORY

Adjustment to the world in which we live is the aim and justification of public education. Just as the individual must learn to walk and talk, so he must be taught to understand the more complex conditions of life which surround him, and to adopt himself normally to them. Since the world in which he lives is, among other things, a historical world, it is evident that adjustment to the conditions of historical implication becomes the justification for the teaching of history in the public schools.

It has been customary in the past to consider history as a body of facts to be learned. Since it is generally recognized that the mind was never intended to be a mere storehouse of facts but rather an organ for the adjustment of the individual to life-situations, it is clear that the above method of approaching the study of history is of doubtful value in developing a real understanding of the social, political and economic world in which we live to-day. Rather must this come through a comprehension of the underlying principles that have guided human progress in the past, and that are influencing it to-day. Thus, facts of history, cease to be things to be learned and become things to be rationalized for the purpose of throwing light upon those forces which govern human existence.

The attainment of the above ideal in the teaching of American history has made necessary the complete reorganization of the subject matter as well as the development of a new teaching procedure.

The reorganization of the subject matter of the course in American history has involved two fundamental considerations. The first of these was to discover principles that have been basic in the development of the American nation. In the search for these facts or principles it has been necessary to avoid falling into the error of historical determinism thereby confusing historical theories with facts. A careful survey of the field has resulted in the adoption of the following units of study: (1) Setting the stage for Columbus, (2) Pushing back the frontier, (3) The New World breaks away from the

Old, (4) Making the Constitution, (5) Testing the Constitution, (6) The Industrializing of American Life. The second important consideration in the reorganization of the subject matter was the selection of those facts and episodes which would make clear the principles underlying the units chosen. In each unit it, therefore, became essential to discover the facts which would most effectively develop an understanding of the unit principles, and at the same time organize them into teachable blocks.

The development of the teaching procedure has been founded upon the idea of real mastery of the Unit Principles. Such mastery as is here implied involves a situation quite different from that of learning enough facts to get a passing grade or better in the daily recitations and examination. It rather signifies such a comprehension of the Unit Principles as would amount to a revolution in one's methods of thinking or to put it another way, it implies the acquisition of attitudes and abilities which make possible the proper adjustment to the historical aspects of everyday life. This may be illustrated by the consideration of one or two of the units. In the Unit, "Making the Constitution" the principle involved is that no political society is likely to function successfully without an adequate form of government. The implication of this principle is made clear by a careful study of the facts of our history which are connected with the inadequate Articles of Confederation. The proper presentation of this Unit should leave in the minds of the pupils the conviction that not only should their own country have an adequate form of government, but also that any organizations of whatever kind must be strongly organized if they are to function successfully. Again take the Unit "Testing the Constitution". It is manifest that the understanding or conviction to be gained here is that the Constitution of the United States has proved itself beyond question of doubt to be an adequate instrument of government to meet the needs of the people. To develop properly this conviction or understanding, a careful study must be made of those facts of our history which make it clear that the government of the United States under the Constitution has been able not only to command respect at home and abroad, but also that it has been able to build up a sound and enduring national consciousness. The real mastery of this unit would tend to make one impervious to the fallacious argument of the propagandists of world Revolution.

The teaching procedure used to develop such mastery is supervised study. This procedure involves first the careful presentation of the principle of the Unit. This consists of a concise exposition of the chief forces involved in the unit under consideration. The purpose of the presentation is to put the pupils into an intelligent attitude toward the Unit to be studied. The next step in the process is the assimilation period.

During this period the attention of the pupils is focused upon the carefully supervised reading of the facts and episodes of history which make clear the principle of the Unit. It is through the careful reading and rationalizing of these facts that the pupils make the principle of the Unit their own. The final step in the procedure is the organization of the material, which takes the form of analytical outlines, oral recitations, and carefully and logically prepared written papers. It is this last step which makes clear to both pupil and teacher whether the adaptation or mastery has really been made.

CIVICS NINTH GRADE

Each Freshman is required to take a semester's course in civics. The work is rather elementary but will deal with both the community and the National Government. The work is within the grasp of Freshmen and should fill a very evident need. American youth know far too little about American ideals of government and society. The Freshman year in high school should be the proper time to interest the pupil in the practice and elementary theory of good government.

Hill's text book is used with abundant reference materials made accessible to pupils.

ECONOMICS AND SOCIOLOGY

Economics is open to third and fourth year pupils.

A brief survey of economic history is made, with special attention to the industrial stages in the United States. A thorough study is made of the principles underlying our economic development, and an attempt is made to secure fair and impartial consideration of controverted questions. The course covers the usual subjects of consumption, production, exchange and distribution, followed by a brief study of public finance. Much attention is given to recent and present economic legislation, emphasis being constantly placed upon principles and methods of interpretation, with a view to securing insight into and appreciation of our live economic prob-

lems. Economics and Social Problems will be emphasized during the second semester.

Library readings, reports and class discussions and debates constitute a large part of the work.

Text: Fairchild's Economics.

MECHANICAL DRAWING

The mechanical drawing course covers three years of work. Freehand drawing, lettering, geometrical drawing and elementary orthographic projections are given. Practical working drawings according to modern drafting room methods are emphasized. The proper conventions and symbols are taught in this course.

Anthony's Mechanical Drawing Book which contains various types of exercises and practical problems is used for a text book. The pupils are required to provide their own drawing instruments, books, boards, T squares and other incidental drawing equipment. The classes meet one period each day during the semester.

The second year work consists of advanced orthographic projections; isometric drawing, intersection and development of solids. Practical applications of orthographic and isometric drawings are emphasized. Working drawings, tracing and blue printing are required. Anthony's Mechanical Drawing is used as a text book.

Machine Drawing is given as the third year course. The student is familiarized with the forms and proportions of simple machine parts. The plates include the drawing of the following problems: spirals, screw threads, bolt leads, shaft couplings, pillow blocks, and pulleys. Problems on eccentrics and gearing are also required. The designing of a gasoline engine is the last problem. Text books (Machine Drawing and Design—D. A. Low.) Advanced Shop Drawing—Vincent C. George.

ARCHITECTURAL DRAWING

The purpose of this course is to teach the pupil to draw up specifications and to make good working drawings and blue prints of moderate priced homes. In doing this all the problems of building and the expense attached to it are studied. Architectural lettering, plates on foundations, framing, cor-

nices, and miscellaneous details are required. The designing of the smaller types of residences, and making specifications for some is the next step.

Text book: Ralph F. Windoes and Harvey B. Campbell

Architectural Drawing.

JOINERY AND LIGHT CABINET MAKING

This course consists of a series of projects so designed that some of the most important joints in wood working are brought into use. The cross-lap, blind mortise and tenon, through mortise and tenon, dove-tail and blind dove-tail joints are all employed in a series of useful articles. There is opportunity for design and individuality in this course, and the pupils are encouraged to develop these traits. When these required projects are completed the pupils may make larger articles of their own choice, such as a music cabinet, piano bench, umbrella rack, etc. Instruction is given in the use and care of tools.

ADVANCED CABINET MAKING

Articles of furniture which are made in this course are started only after they have been given careful consideration by both pupil and teacher. This work includes the making of Morris chairs, rocking chairs, book cases, library tables, buffets, desks, porch swings and other pieces of furniture for the pupil's room or home. Much attention is paid to the finishing of the wood after the article is assembled. Boys in this course are permitted to use the wood working machinery, after being properly instructed.

WOOD TURNING

Ritchey's book on wood working is used as the basis of this course, and includes exercises on turning cylinders, beads and coves. Problems are given in center turning, chuck and face plate work, sand papering and polishing. In this course we also place emphasis on good design and originality. Pupils design piano lamps, dresser sets in mahogany, book racks, candle stick holders, turned chair legs and other useful articles. Mahogany, walnut, vermilion, cherry, maple, birch and apple are kept in stock for the students in order that they may become acquainted with the most beautiful and useful woods.

PATTERN MAKING AND FOUNDRY PRACTICE

The methods and practices of pattern making, moulding, and casting are studied. Each student is required to make a pattern and casting of each kind such as cored and split work, irregular parting, plate work, loose piece work, etc.

Patterns for the following castings are required: (1) for single piece patterns, the block is required to illustrate shrinkage, draft, finish, shake, finishing, and this pattern is supplemented by demonstration of moulding and use of moulders' tools; (2) for cored work, the face plate and gland are required to illustrate building up to prevent warping, and use of cores; (3) for split work, the turn buckle and clamp stand are required to illustrate the value of splitting, coring and finishing, and these patterns are supplemented by demonstrations of methods of moulding and making different patterns; (4) for built, cored and split work, plate work, and irregular parting, the bracket, pulley, grooved wheel and wrench are required to illustrate curved arms, finishing and grouping; (5) for loose pieces, the gear blank is required to illustrate the three part mould; (6) for class problems, the gas engine motor or other patterns for the machine shop are required.

In the foundry, the class takes a heat from the cupola every week, in addition to making the moulds and cores. Pupils are taught the nature of iron and steel, moulding methods, ramming, venting, parting, gate cutting, sand and cupola lining.

FORGING

Instruction is given in the building and care of the fire and the position in handling tools at the anvil. Problems of the following kinds are required: (1) S hook is required to illustrate drawing; (2) staple and lap link are required to illustrate bending; (3) the pipe hook is required to illustrate shouldering; (4) bolt is required to illustrate upsetting; (5) eye bolt and meat hook are required to illustrate forming; (6) chain hook is required to illustrate punching; (7) tongs are required to illustrate chamfering, and use of finishing tools such as swages, fullers, and hardies; (8) links and ring are required to illustrate scarfing and proper heat for welding; (9) center punch, flat cold chisel, cape chisel and lathe tools are required to illustrate forging, annealing, tempering and case hardening heats of tool steel.

MACHINE SHOP

The Machine Shop course includes the turning and finishing of the elementary exercises and then the machining of the castings for a small gasoline engine.

Commercial Department

The commercial courses are: Bookkeeping, Accounting, Commercial Law, Commercial Geography, Shorthand, Typewriting, Office Training, and Commercial Arithmetic. These courses are elective.

The purposes of these courses is to give the student such fundamental knowledge and training that he may readily adapt himself to the practical demands of the position he undertakes in the business world. The historical and cultural phases of the subjects are also taught to enlarge the student's perspective of the commercial field.

ACCOUNTING AND BUSINESS PRACTICE

The aim of the course is to acquaint the student with the elements of business and with modern accounting and business practice. The bookkeeping course develops the qualities of exactness and precision and establishes a set of business principles around which the later accumulations of business information are correctly organized.

In the first year several short practice sets using the proper books for a trading business are worked by the student. In connection with the transactions, business papers, such as notes, checks, drafts, invoices, bills of lading are used. The theory of debit and credit is followed by use of journal, ledger, sales journal, purchase journal, cash journal, bill book, general ledger, subsidiary ledger, the controlling account and general journal. At the close of each practice set, trial balances, working sheets, statements of profit and loss, balance sheets, and ledger closings are all made in proper sequence.

In the first part of the second year, the books of a manufacturing business are kept by the student. Transactions are entered in voucher register, check register, cash book, sales book, and subsidiary ledgers. Vouchers, checks, and other busines papers are made out in connection with the transactions entered in the books. The trial balances, working sheets, manufacturing statements, statements of profit and loss, balance sheets, and ledger closings are made in proper sequence.

For the remainder of the second year, the special accounting subjects taken up are: corporate organization, capital stock—par value and non par value, comparative balance sheets, comparative profit and loss statements, application of funds, installment sales, corporation bonds, bad debts, depreciation and capital and revenue expenditures.

COMMERCIAL GEOGRAPHY

This is a semester course. It is a study of the geography of industry and commerce, with the purpose of developing an appreciation of the causes and conditions which effect the location of industries. The course is divided into three parts: the industries and commerce of the United States; the principal industries of other countries; and the classification of the conditions affecting commerce. In the reading and the assembling of data the student becomes familiar with the common sources of information about industrial and commercial affairs. The data gathered are compiled in notebooks and in maps and charts by the student.

COMMERCIAL LAW

This is a semester course. The elementary legal principles and rules governing Contracts, Sales, Bailments, Guaranty, Negotiable instruments, Agency, Partnerships, Corporations, Real Property and Personal Property, are studied from a text book. The principles are applied to problems and supplementary cases. In parts of the course a sketch of the history, ethics and reason for a law is developed, in order to show the nature of all law. A brief study is made of the powers and kinds of law courts in the United States.

SHORTHAND

The fundamental purpose of the course is the efficient preparation of the student for the work of a stenographer. In the first year the study of the theory of Gregg shorthand is completed. The second year is devoted to the development of dictation and transscription speed. The requirements for credit at the end of the second year are a dictation rate of 100 words a minute and a neat and accurate manuscript.

TYPEWRITING

The typewriting department is equipped with Underwood, Royal and L. C. Smith machines. The "Touch System" is taught, which means that a pupil operates the typewriter without looking at the keys. After the keyboard has been

mastered, accuracy and speed tests are gradually introduced, enabling the student to measure his progress. Certificates and pins are given by the typewriter companies to students who attain certain speeds. The requirement for the first year's work is 33 words per minute, net, the penalty for an error being ten words. This gives one-half credit. If a speed of 40 words per minute is attained, a full credit is given.

The second year typing is correlated with the shorthand work, consisting of transcription of dictated material, dictation direct to the machine, speed tests. If a speed of 55 words per minute is attained an additional half credit is given.

OFFICE TRAINING

This subject is required of all students in Shorthand II and is open only to them. It is given the second semester in place of Typing II.

The aim of the course is to make the student more efficient by giving her an understanding of the essentials in the routine of office work, familiarizing her with the work of the various departments and enabling her to understand what part her work plays in the organization. The course also covers the principal methods of filing. The transcription of shorthand notes, and typing is continued.

COMMERCIAL ARITHMETIC

In the study of commercial arithmetic a great deal of stress is put upon accuracy and speed. The student is drilled thoroughly in addition and the fundamental operations. Speed tests are provided in which the student is required to work the problems given accurately and within a certain time. Thus the habit of concentration and attention, which is needed in business, is acquired. Many modern methods and short cuts used in actual business are brought before the classes. The course is one semester in length.

HOME ECONOMICS DEPARTMENT

Upon woman, the chief spender, depends the wise or unwise apportionment of the income to the various needs of the family—clothes, food, and the home.

The girl of today, whether or not her future sphere of activity shall lie in the field of business, teaching, or home-making, must assume her share of responsibility in spending within her income or that of others. Whether or not she performs

her part wisely depends somewhat upon the training furnished her by her home and school.

L. I. BALDT.

The aim of the courses offered in Clothes and Food is to give the high school girl an opportunity to acquire knowledge of this art which will be of value to her in her later life.

CLOTHING

Since a large percent of the family income is spent for clothes and house furnishings, it is imperative that thought and careful study be given to this branch of household economics.

The two-year course in Clothing is elective and one full credit is given for each year. The classes meet five periods a week. One period is devoted to recitation or theory and four periods to practical work which involves sewing of all types.

CLOTHING—I

A—Theory

Text—The Girls' Problems in Home Economics. By Trilling and Williams.

The authors of this text have selected subject matter based on the particular interests of girls of high school age.

1. Sewing machine and its attachments—Uses and care.
2. Patterns—Methods of altering and using.
3. How to dress in good taste.
4. Fabrics—How they are made and how to judge them when buying.
5. Clothing budget.
6. Care of clothing.
    1. Daily as well as general care of personal clothing and household furnishings.
    2. Simple laundry problems—Removal of stains, etc.
    3. Darning, patching, and remodeling, etc.

B—Practical Problems in Sewing.

Each girl is required to do the following work:

1. Draft a kimona type of pattern, according to personal measurements and make one of the following garments using the drafted pattern as a foundation.
   Choice of—
   a. Kimona
   b. Kimona dress
   c. Kimona nightgown
   d. Princess slip
2. Commercial patterns
   Patterns tested and altered to meet the needs of the uses.
   Choice of making:
   a. Blouse and separate skirt
   b. Simple one piece wool dress
3. Hand-made undergarment
   Choice of type of garment and material left to girl.
4. Dress. For spring or summer wear.
   Wash material of cotton, linen or silk.

Emphasis is laid upon good workmanship in all class work —the class slogan being "Anything that is worth doing at all, is worth doing well."

Each girl is required to keep a note book for special assignments, mounting of models, and clothing budget.
Note: The mothers of the girls are urged to visit classes at any time.

CLOTHING—II

A—Theory

Text: Textile Fabrics. By Elizabeth Dyer.

The purpose of the book is:

To teach one to buy wisely and be able to judge qualities.

To become more discriminating in taste.

To make wise selections both in clothing and house furnishings.

To care for clothing and household fabrics judicially so one may get the greatest amount of service possible.

B—Advance Sewing Problems

Each girl is required to make the following:

1. Tailored wool garment.

Choice of:

A wool dress—suit or coat.

Special emphasis is laid upon proper technique in the handling of various types of wool fabrics. Also cutting, fitting and finishing the garment. Models of various tailored pockets, bound button-holes, arrowheads, etc., are made and mounted in note-books.

2—Household Problems

Choice of one of the following:

Lunch cloth, napkins, pillow-slips, buffet, or vanity set, fancy pillow covers, towels, curtains, etc.

A careful study is made of various household fabrics especially of table linens; their quality, cost and care.

3—Silk dress—suitable for spring.

Material may be of any type of silk, also velvet.

4—Summer dress.

Choice of material and style left to girl.

Note 1. The mothers are asked to cooperate with the department by seeing that the girls have their supplies on time.

2. Other garments or problems may be added when the occasion demands.

FOODS

Food classes are elective to all girls. Two years work is given.

The Bell Recipe File by Viola M. Bell is used in place of a text for both years. Meal Planning and Table Service by N. Beth Bailey and Dietetics for High Schools by Willard and Gillett are used extensively for supplementary work.

Foods I

The first year involves the principles of cooking, a working knowledge of the value of diet to health and table service.

Work is given in the following order:

1. Canning of fruits and vegetables.
2. Vegetable cooking.
3. Quick breads.
4. Cookies and cakes.
5. Christmas candies.
6. Table service
   a. Teas given for class mothers.

7. Dietetics—(elementary).
8. Meal planning
    a. Weekly lunches prepared and served.
9. Deserts.
10. My ideal home
    a. In notebook form.
11. Salads.

Credit is given for home practice work.

FOODS II

The second year deals with more advanced problems in cooking and table service, and home management. Stress is laid on the girl's own responsibility in the family life.

The work is taken up as follows:

1. Making of jellies, jams, and pickles.
2. Table service
    a. (Chinaware, silver, glassware).
    b. Teas for class mothers.
3. Meat cookery.
4. Meal planning
    a. for children
    b. in disease
    c. on a limited income.
5. Family marketing.
6. Budgeting the family.
7. Large quantity cookery
    a. A banquet is given if occasion demands.
8. Nutritional study.

One home project involving an actual home problem is required each semester.

THE SCHOOL CAFETERIA

The aim of the school cafeteria is to furnish wholesome food at a minimum cost, served as quickly as possible.

A high school student needs approximately 800 calories at noon. A hot lunch dish, a sandwich and a dessert furnish these easily, and prepare the student for an afternoon of efficiency.

A limited number of students may earn their lunch by helping in the cafeteria during a vacant period.

DISTRICT CHAMPIONS

ATHLETICS

LaGrange High School is represented in six branches of sport: football, basketball, track, baseball, tennis and golf. A review of each season follows:

The 1927 football team was young, light and inexperienced. Three letter-men were the nucleus to build a team. The average weight was 148 pounds, and the average age, a little over 16. Only one boy on the squad was over 17 years of age.

In the opening game, Downers Grove held LaGrange to a tie 0 to 0. Fumbles proved disastrous.

Fumbles and long forward passes gave New Trier the long end of a 24 to 0 score, although L. T. H. S. actually made more first downs.

Lack of a scoring punch or penalties inflicted within the 10 yard line cost LaGrange 3 touchdowns in the last half of the Riverside game. With LaGrange leading 7 to 6 and 4 minutes to play a fumble and a blocked kick gave LaGrange the most heartbreaking defeat of the year—19 to 7.

Proviso's "steam roller" undefeated wonder team administered a 51 to 6 walloping. Only 15 points were scored on Proviso during the season.

Hinsdale was beaten 13 to 6. A second half comeback turned the tide.

The Intersectional game at Clinton, Iowa, was lost 32 to 0.

Senn High was beaten 7 to 0 on a muddy field.

The season's results total—2 wins, 4 losses, and 1 tie.

The Lightweights scored 2 wins over Downers Grove, one over Hinsdale and Riverside, and lost to Proviso Lights and Bensenville Heavies, thus experiencing a successful year.

BASKETBALL

"Suburban District Champions" is the title won by La Grange in basketball this year. This is the first championship LaGrange has won, thus substantiating the assertion, that the 1928 season is the best one LaGrange has ever had.

In the regular season victories were won over York, Hinsdale, Riverside (2), Argo (2), Alumni, East Aurora, Morgan

Park (Dedication game) and Ottawa. Losses were suffered from Hinsdale, Oak Park, Proviso, Morton and York.

DISTRICT TOURNAMENT

With the completion of the fine new gymnasium came the awarding of the Suburban District Basketball tournament to LaGrange for the first time. Thirteen schools were entered. Large crowds attended all the sessions. Well over 2,000 people witnessed the Finals.

LaGrange drew a bye the first round. In the second round they defeated Proviso, 30 to 21. Leyden was the next victim in the semi-finals by a score of 22 to 19. Morton, in a great last minute rally defeated Riverside in the other semi-final game. Then for the Championship game Morton vs. LaGrange. Every inch of space was filled by noisy, enthusiastic rooters. LaGrange took the lead the first quarter and never lost it. With a great exhibition of passing and accurate shooting they defeated Morton (National Champs of 1927) by a score of 33 to 30, for the Suburban District Championship.

This gave LaGrange the right to compete in the Sectional State Tournament at Joliet. In the first game, playing the same brand of ball which characterized their Tournament play they beat St. Charles (Dundee District Champs) 33 to 27. In the semi-final game with Waukegan, after leading the first quarter, they cracked under the strain and fell a victim to Waukegan 32 to 18, thus gaining a tie with Joliet for 3rd place. LaGrange backed the team 100%. The whole village was aroused over basketball. Mr. Pierce, of Western Springs, sent the band to Joliet for the Waukegan game.

BASEBALL

A strong schedule of 15 games were played. With seven letter-men back a good season was anticipated. After trouncing University High and Riverside, Ipsen, the regular pitcher hurt his arm, and the pitching burden fell to Bluder, an inexperienced Sophomore. After a string of losses, Ipsen came back and pitching the best game of the year defeated Morton, the Suburban League Champs, by a score of 3 to 0. In the final game, LaGrange playing a high grade of ball defeated Evanston 4 to 3.

The outstanding features of the season were the hitting of

Lendrum, and the steady improved pitching of Bluder. The interest in baseball was very good, over 50 boys trying out for the team and about 30 staying out all year.

A schedule of 4 games was played by the Freshman-Sophomore team. Besides developing material for next year's team every boy who wanted to play baseball was given a chance to play.

TENNIS

The tennis team had a very successful season, winning 9 matches, and losing 3. The outstanding player was Leonard Vaughan, who has all the ear-marks of becoming a real tennis player.

GOLF

Two matches were played with University High and Proviso, both of which were won by LaGrange. A good showing was made at the State High School Golf Meet at the University of Illinois where Dick Mullin placed 3rd, and Pete Heppes, 13th. Dick Mullin only missed qualifying for the National Open by one stroke. He won the Western Junior Championship.

Financially, the season was also the most successful La Grange has had. The crowds at the regular season games ranged from 1,000 to 1,600. The LaGrange Tournament ranked 5th of the 54 District Tournaments in total receipts.

INTRAMURAL SPORTS

Intra-mural sports at L. T. H. S. last year were largely confined to one sport—basketball.

Some class teams were formed in football and several games were played.

Basketball saw almost 200 boys registered for 26 intramural teams, distributed as follows: Junior-Senior League—6 teams, Sophomore League—12 teams, Freshman League—8 teams. The season was divided into halves, the winner of the first half in each league playing the winner of the second half for the league championship. The members of the winning team in each league were presented with bronze medals at the athletic assembly in the spring.

The intra-mural games were played on Tuesday and Wednesday nights of each week, each team playing one game a

week. Eight or ten minute halves were played making the game not more than sixteen or twenty minutes long. A student manager kept time, score and compiled the standings of the teams from week to week. The director refereed most of the games and was sometimes relieved by members of the "L" club.

The coaching staff of the high school feel that intra-mural athletics are very much worth while for two reasons—they provide a way to physical development for those boys who are not on the "Q" League, light-weight, or heavyweight teams, and they act as a "feeder" or training school for these teams.

The parents are cordially invited to attend inta-mural games this coming year. The interest manifested by some of the parents last year leads us to believe that there will be more spectators at the games in the future.

"Q" LEAGUE SPORTS

The "Q" League is a league in which freshmen and sophomores from four schools, Downers Grove, LaGrange, Hinsdale, and Riverside compete. The league was organized by Mr. Stenger of LaGrange in the fall of 1926. Since that time La Grange has been tacitly accepted as the headquarters of the league.

During the basketball season the league is divided into two sections, freshman and sophomore. In 1927 banners were given to the winning team in each division. This year a silver statuette was awarded. Out of the four awards given during the last two years, LaGrange has received two, winning the Freshman division last year and the Sophomore division this year.

LaGrange also won the 2nd annual "Q" League Track and Field Meet held at LaGrange this year. Track is the other "Q" League sport. In this, however, the two classes compete together.

The "Q" League is but another link in the graduated system of athletics in vogue in L. T. H. S. It is a step below the light and heavyweight teams and a step above the intramurals.

TRACK

There were only two major letter men among the 1928

track squad. There men were Captain Bill Mulligan and Tim Murphy. The interest in track and field athletics at L. T. H. S. was greater than in any previous year. A large number of boys turned out for both the indoor and the outdoor season.

The increased interest no doubt was due to the improved facilities for handling this line of sport. We now have a place for running three men at a time in the 50 yard dash, the 50 yard low and high hurdles with plenty of room for the finishes of these races. Our indoor running track which is twenty laps to the mile proved to be very successful as the curves are very well built. The track is covered with a cork carpet which aids the runner a great deal. The new gymnasium floor has provided ample space for pole vaulting, high jumping and shot putting.

A school to be successful in any sport must have left over for the succeeding year some talented and seasoned athletes. The 1928 senior track team was not up to standard. Some of the boys made a good showing in several of the large track meets. Mark Swanson, a new man in track placed in the high hurdles in the State District Championship Meet, which was held at Oak Park. Morgan Clark placed in the javelin and Bill Myers placed in the running broad jump in this meet. Bill Myers also took third place in the running broad jump in the North Central College Interscholastic which was held at Naperville.

At the end of the season only four major track letters were awarded to the following boys: Pete Haase, Morgan Clark, Tim Murphy and Bill Myers. To be awarded a major track letter a boy must have made twenty points in dual meets or three points in interscholastic meets. Tim Murphy was elected captain for the season of 1929.

A great deal of time was spent during the year on the junior track squad which was composed of boys under 16 years of age. These boys were mostly freshmen and sophomores. The junior track team made a record which gives it the track championship of the Suburban League. Following is the record of this team for the season:

LaGrange	versus	New Trier		
52½		24½		
LaGrange	versus	University High		
50		27		
LaGrange	versus	Waukegan		
47		21		
LaGrange	versus	Proviso		
39		29		
LaGrange	versus	New Trier		
48		20		
LaGrange	versus	New Trier	and	Proviso
34		20½		32½
LaGrange	versus	Evanston	and	Waukegan
47		23		27

With the showing that the junior team made during the year L. T. H. S. will no doubt have a better senior track team in 1929.

MUSIC

Music is being given a larger place in the curriculum of the up-to-date high school of to-day. This is partly due to the recognition of the importance of music, given by leading educators and thinking men of today. Dr. John J. Tigert U. S. Commissioner of Education states: "The value of music in our schools can hardly be over estimated. Probably after the "three R's" music is of greater practical value than any other subject.

Thomas A. Edison is quoted from the Etude: "To the American, music is a human essential. Mere existence demands nothing but food, drink, clothing, and shelter. But when you attempt to raise existence to a higher plane, you have to nourish the brain as well as the body. Music is more essential than literature for the very simple reason that music is capable of releasing in practically every humand mind enlightening and ennobling thoughts that literature evokes in only the most erudite minds."

Charles W. Elliot (President Emeritus, Harvard University): "The place which music now holds in school programs

is far too small. It is an important feature in the outfit of every human being who means to be cultivated, efficient, and rationally happy."

The demand for vocational training in our high schools has increased the importance of music in the curriculum. More people earn their living by music than by any other profession except three, and when one adds the number who partly earn their living by music the group probably stands near the head of the list. Yet until recent years music was kept out of the curriculum and commonly assigned to after school hours. Even though the music profession is one of the best paid, until recent years most of this money was being collected by foreign born, and foreign trained musicians.

As an avocational subject, music most rightfully demands its place. With progress in science and invention comes a shortening of working hours and the increase of man's leisure time. Here music offers much to all as a wholesome form of recreation and a rational form of emotional expression.

Lyons Township High School offers the following courses in music: Freshman music, Boys' Glee Club, Girls' Glee Club, Beginners' Band, Advanced Band, Beginners' Orchestra, and Advanced Orchestra.

All Freshmen are required to attend music one period each week. This period is given over to music appreciation by means of phonograph, reproducing piano, and singing. No credit is awarded for this course.

The Boys' and Girls' Glee Clubs each meet twice a week and in addition a third time as a combined mixed chorus. One half credit is granted for the year.

Boys qualifying in tryouts are admitted to the advanced band. Daily rehearsals are held with full credits given.

A Beginners' Band is maintained for elementary players and students desiring to begin training on a wind instrument. This is also a daily subject with full credit.

Membership in the advanced orchestra is given to stringed instrument players of adequate training and to the school's most advanced wood-wind, brass and percussion players. The orchestra maintains complete symphony instrumentation. Full credit is given for daily rehearsals.

The Violin Class offers elementary training in violin, viola, cello or string bass. This is also a daily subject with full credit given.

A music fee is required of music students payable at the office at the beginning of each year. This covers cost of music and about equals the cost of textbooks in ordinary courses, ranging from two to three dollars.

THE LIBRARY

In September, 1924, the library was moved to Hoskins Hall and the work of reorganization begun.

At the end of this year, 1927, the room is almost completely equipped, and the books, now totaling about 4,000 are accessioned, classified and about one-third cataloged. The work on the catalog will be completed next year and instruction in the use of the catalog begun.

Use of the library is increasing steadily. The circulation this year was nearly double that of last year. The teachers are sending students in greater numbers to the library for material and are making more extensive use of library books in their classroom work. The school subscribes for about sixty magazines and these are one of the most popular features of the library.

Fine Arts Course

The art course is divided into three major divisions covering three years work. The department, being a single unit in itself, faces the problem of having in each respective class former art students; that is students who have taken art, who are unable to continue in a class specially provided for their needs. In this manner the class will have to rotate or the program changes every year for three years.

In addition to these three major divisions, there has been planned a carefully developed field in Art History. This history course has been planned for the background of all class work.

The following outline is the first major's work:

The history course will develop in the student.

1. High Standards of Taste.

2 Interest in the beautiful rather than the sordid and commonplace.

3. Attitudes of research.

4. Authentic judgment and discrimination. Discrimination is the basis of appreciation.

The work in developing these standards this year will be in studying:

The Renaissance in France and in Flanders.

The Renaissance in Germany.

The National Character of German Art.

The School of Prague.

The School of Cologne.

The lack of refinement in German Art.

The School of Augsburg.

The School of Nuremburg.

The School of Alsace.

The extinction of national art in Germany.

The Italian Decadence and the Spanish School.

The causes for the decline in art in Italy.

The Jesuit Style.

The Neapolitan School

The School of Seville

The unimpaired vigor of Modern Art in Spain.

At the end of the year, there will be a short survey of art in the Nineteenth Century of France, England, Belgium and America. There will be slides, reproductions as well as small miniature prints which will be studied.

A note book will be kept containing outlines for help in reading and studying.

The art course will follow closely the work done last year as in going over the last problems of the year I was delighted by the genuine insight and coherent composition which the problems exhibited.

This work then will be composed of six units. Each unit representative of some large piece of work called a problem.

Unit I. This will be work in perspective. Instruction being given in the principles of perspective and of light and shade. Drawings being made from type forms, still-life and exteriors of buildings.

Color will be studied from several different angles.

Color Qualities: Scales of hue
Scales of value
Scales of chroma

Color Mixture: A tri-dimensional balance.

Unit II. Composition and Design in plant, bird and animal designs, furnish the principal subject for lessons in free-hand drawing.

The compositions and border designs will be done by the use of the trellis or dynamic symmetry.

Composite colors—the importance of color graduations—Frequency of adjacent hues in nature: Hues selected at varying intervals: Experiments and exercises will be given so as the pupil may know the results of the above color problems.

Unit III. Commercial Design will be given to all students during this period. Exercises in lettering, and such problems as posters, cover designs, trade marks etc., will be taught. Again the student will build these exercises through the trellis.

The color work will be the near-complements and triads. The near-complements compared with complements. Relation between near-complements and triads. Experiments with triads.

Unit IV. Life Sketching: The trellis will be used as the background for sketching. Rapid sketching for action and proportion, the rendering of the full figure in light and shade.

Dunlop's Charts will be studied first in this unit's work.

Color Harmonies will be studied: Brilliant colors not necessarily crude. Color harmony in art and in nature.

Methods of relating inharmonious hues.

Experiments in harmonizing colors.

Unit V. Advanced Composition and Design. Filling geometric forms with design as well as figure drawing. Application of design in batik design and dyeing. Decoration of wall panels, screens etc.

UNIT VI. The students will work out a problem covering part of the year of some work already touched upon. It may be commercial work; design; color; still life or figure work. This unit's work will cover the student's particular need, it will be a long problem.

Trips to Art Galleries, museums, industrial centers will be planned throughout the year.

Observations of good art works of others and attempts to imitate them will be stressed.

Acquaintance with books illustrative materials and other data will be placed in the hands of the student.

Particular stress will be laid upon the habits of investigation, analysis, experimenting, attention, enthusiasm, appreciation, self-control, logical thinking, sociability, promptness, alertness, industry, observation, decision, responsibility, pleasure, joy and pride.

Art Appreciation

The Appreciation of Art Course, a course which is cultural, will be to stimulate students in understanding the great schools of paintings. Also in formulating in the student the desire for knowledge in this certain field, as well as attitudes of research.

There will be the usual study of lantern slides, prints, and the miniature prints. The outside trips will be carefully planned; trips to Museums, Art Galleries, Industrial centers, as well as field trips.

Note books will be especially planned for the course. As there is no motivation art in this course, the work will consist on outside reading and research problems.

Outstanding periods of art history will be thoroughly studied. In this course the students will know the characteristics and significance of great periods of art activity, of contributions of nations and individual artists.

The course will be as follows:

1. The Origin of Art. The art of the Savages; how it compares with that of the child.
   Prehistoric Paintings in Cave dwellings.
   The magic element in Primitive Works of Art.

2. Art in the Polished Stone and Bronze Ages.
   First use of Metals.
   The Absence of animal forms in Bronze Age.
   Linear Decoration of this period.

3. Egypt and Persia.

The Characteristics of Egyptian Art

Egyptian Decorative Motives.

The Antiquity of Indian and Chinese Art.

4. Greek Art

The period before Phidas

Phidas and the Parthenon

The Age of Praxitels

Minor arts in Greece.

5. Christian Art in the East and in the West.

6. Romanesque and Gothic Architecture.

7. The Beginning of the Italian Renaissance

8. Lonardo Da Vinci and Raphael

The Milanese School

The Umbrian School

The Roman School

9. The Development of the Florentine School

10. Michael and Correggio

11. The Renaissance in France and Flanders

12. The Renaissance in Germany.

13. There will be a brief study of American art both in Architecture and Painting.

List of Pupils in Attendance at the Lyons Township High School, 1927-1928

*Indicates that the pupil left during the year.

SENIORS—
*John Allbright
Helen Augustinus
Glen Baker
Kenneth Ball
Carl Bates
June Beaufort
William Bengston
Adolph Benson
Carol Bergstrom
Haven Bills
Edward Bockhop
Judson Bonnell
*George Borman
Harriette Boyd
Mary E. Brown
Stanton Brown
Langdon Buchl
Margaret Burklund
Jean Cannon
Lucille Carton
Sophie Chmelar
Helen Clayton
Shirley Collett
George Collins
Ralph Cooke
Gertrude Cox
Helen Cranston
Marion Cranston
Marion Crook
Frances Curtis
Helen Cushing
Robert Dallach
Margaret Davidson
Josephine Dean
Louise Degener
Winifred Dorsee
Frances Dunn
*Edgar Edwards
Ruth Edwards
Abraham Eiserman
Armin Emmertz
Winifred Erickson
Alice Evans
Beulah Evans
Irving Fifield
Catherine FitzSimons
Roger Foley
*Esther Ford
Ned Fowler
Alice Friend
Evelyn Fulton
Virginia Gage
John Gale
Ruth Garratt
George Gervase
Nick Gervase
Robert Godar
Robert Goodyear
Virginia Goodyear
James Gorsky
Donald Gothard
Helen Gough
Pearl Graham
Ruth Grossarth
Stewart Gudgel
Echo Hasse
Mary Hayes
Rebecca Hayward
Lois Hein
Fred Henderson
Sylvester Henson
John Heppes
Rebecca Herbert
Carolyn Hevenor
Clement Hixson
Adeline Hladik
Richard Hodge
Alfred Hoyt
James Hvale
Marian Ide
Arthur Ipsen
Gladys Jenkins
Allison Jones
Elinor Kane
Robert Kasson
Arthur Knight
William Knight
Margaret Knowles
Mary Krein
Donald Latta
Philip Latta
Caroline Leatham
Sidney Lee
Raymond Lemke
Lester Lendrum
Elsie Lindberg
Orville Linnell
Cecelia Listing
Clinton Loomis
Herbert Lundgren
Mildred Lundin
George Mackey
Frank Mance
Mildred Markle
James Maus
Edna Maves
Bruce McEwen
Louise McGinnis
Verle McKee
Donald Ryder
Jeanette McGregor
Alberta Meadows
Allen Merritt
Harrison Moore
Virginia Moore
Earl Morris
William Mulligan
Richard Mullin
Doris Neal
Phyllis Neal
Fred Nell
Betty Newcomb
Elizabeth Nordin
William Ozinga
Marian Paradis
Martha Patterson
Virginia Perry
Norman Peters
Norman Pierce
John Pinner
Louise Polivka
*Eleanor Porter
Elena Powers
Marjorie Powers
Suzanne Pratt
Frank Price
George Purple
Harry Ramaker
Donald Raub
Jane Margaret Ream
Nancy Reeder
Kenneth Reeve
Edward Reeves
Dorothy Reinke
Hazel Roder
Elizabeth Richards
Marion Rogers
Dorothy Ross
James Sanders
Clara Sanders
Gertrude Sceleth
Mathilda Schirbl
Elizabeth Schlueter
Irma Schmidt
Lillian Schreder
Ann Scofield
Kurt Siebert
Luella Sieling

Ward Sillaway
John Simpson
Robert Simpson
Marie Skowbo
Tom Smith
Robert Soderberg
Edward Sotek
Caroline Stanley
Edward Taylor
Gladys Thompson
Robert Thuma
Lawrence Tiedt
Jane Townsend
Grace Treat
Mamie Turovaara
Virginia Varney
Dorothy Wakefield
Dorothy Wallace
John Ward
Gordon Watt
Harry Webber
Henry Wesemann
Charline Whisler
Francis Whisler
Dorothy Wickstrom
Jane Wilder
Albert Willett
Florence Willett
*Mary Williams
Virginia Wilmers
Mary Yanochowski
Robert Zane

JUNIORS—
Helen Abarbanell
*Robert Allbright
Ruth Aldridge
Billy Allen
Hazel Allen
Sarah Ames
Lucy Anderson
Eric Arendt
Dorothy Artmann
August Azzarello
Don Baer
Eleanor Bales
*Willard Ballenger
Robert Barbaras
Thomas Battalio
Emanell Beasley
Emma Beery
Francis Bernet
Mary Best
Geraldine Betts
Catherine Bielby
George Bielby
Anna Bishop
Roland Bluder
Elizabeth Boice
Edna Bools
Stephen Boose
Philip Borden
*Prentice Borden
Elmer Breytspraak
Bessie Brill
*Francis Brislane
*Lee Broome
*John Brislane
David Brown
Emmalean Brown
*Ralph Brown
Joseph Browne
Wallace Bryant
Irene Buck
Margaret Buford
Mary Burdick
James Burns
Lydia Busch
Evelyn Caesar
Esther Carlson
Gordon Carpenter
Charles Carrow
James Cavanagh
Margaret Chatterton
Pearl Christiansen
Kendall Clark
Lennea Clark
Gertrude Clarke
Florence Conner
Clara Conrad
Wilbert Conrad
Eugene Cortesi
Marie Coulter
*Franklin Counts
*Edith Crain
*Loretta Crilly
James Croft
Robert Croft
Antoinette Cronk
Margaret Crook
Ruth Curtis
Virginia Davenport
Betsy Davis
Angelina DeNapoli
Katherine Denning
James Dick
Margaret Doak
Carlisle Douglas
Mary Dugan
Janice Durham
Jerome Eastman
Elaine Eaton
Owen Eddy
Hershel Edwards
Maxine Eggert
Clara Elwell
Doris Emberson
Albert Evans
Winifred Ferris
Odessa Fleet
Charlotte Foley
Ernest Forslund
Alice French
Florence French
Florence Furman
Jerome Gage
Virginia Gage
Ruth Gale
Eugene Gessler
Wilma Gessler
Frank Graves
Nellie Gray
Pauline Guilford
Mary Gurrie
Robert Gustavson
Alvin Haase
Milton Haase
Russell Hall
Jane Halla
Marguerite Hamal
Anne Hammons
Josephine Harasta
Albion Hargrave
Helen Harvey
Delmas Hasse
Helen Hathaway
Dorothy Hautau
Marian Hauter
Stewart Hayward
Grace Hein
Richard Heppes
Adeline Hladik
Robert Hladik
Barbara Hobbs
*Faye Hobbs
Kenneth Holland
Lorraine Holland
Zelma Hopper
Haskell Hork
Marette Hotchkin
Dorothy Houlberg
Archie Hubbard
Lawrence Hubbard
Virginia Hunter
Esther Hyde
Lucile Ioas
Colene Irwin
Marie Jacobsen
Shirley Jolliffee
Pearl Jensen
Jane Jordan
Evadna Kavana
Mildred Keller
Dorothy Kluck
*Jack Knoche
Virginia Kohout
Margaret Kraus
George Kucaba
Charles Lake
Donald Lane
Conrad Larson
Julia Larson
Marion Larson
Ralph Larson
William LaRue
Aubrey Lawrence

Glen Lawrence
Ellen Lemke
Viola Lendrum
Margaret Little
Ruth Lockwood
Elnora Loomis
Lorena Luettich
Elsie Magnuson
Dorothy Markl
Helen Matousek
Sanford Maus
Robert McCall
Theron McClure
John McConaughy
Madge McCune
Edison McEwen
Margaret McGregor
*Jean McLane
Wallace McLane
Annis Meade
Ralph Merrill
Helen Meyer
Clarence Meyers
Ethel Michna
Verna Mielke
*Dolores Mitchell
*Harold Morris
Wilbur Morrisey
Barbara Moyer
Timothy Murphy
Virginia Napier
Edgar Nason
Carl Nelson
Thomas Newbill
Mary Newell
Barbara Newman
Esther Oberg
Everett Olson
James Osgood
Vera Palmer
Arthur Patton
*Robert Peacock
Willis Pennington
Beatrice Person
Alfred Peterson
Bettie Phelan
Gertrude Polivka
Eleanor Poole
Jule Porter
Helen Pound
Floyd Power
Warren Prentiss
Geneve Prest
Margaret Pridmore
Ainslie Puhl
*Una Rakerd
Elvira Ranstead
Margaret Raschke
Howard Reed
Robert Reed
Violet Rezny
Winifred Rollin
Broadwell Rose
Ruth Rossbach
*Helen Rowell
*George Ruglic
William Russell
Joe Saso
Leland Scheel
Eugene Schroeder
Adelaide Schulstad
Ruth Schulz
Alice Schweidler
*Rosella Shafer
Oliver Shaver
Nell Sheehan
Georgia Skowbo
Louis Sladky
Charles Smith
*Marion Smith
Robertson Smith
Edwina Snyder
Frances Snyder
Mary Soper
Dale Sotek
*William Stage
Dudley Stagg
Dorothy Stanley
Maren Steendahl
Robert Sternitzke
Virginia Stevenson
Rudolph Stolfa
Howard Stone
Mark Swanson
Grace Tamm
George Taylor
Frank Tepper
Betty Thayer
Clara Thompson
Willard Thompson
Franklin Todd
Sergius Torres
Harold Troeger
Ralph Turner
Florence Twomley
Ann VandeCasteele
Leonard Vaughan
*Francis VerHalen
Robert Virkus
Harriet Waddle
Jack Waldron
Marion Warner
Janet Warren
John Warren
Marion Wasko
Eleanor Watt
Edna Wedemeyer
*Edwin Wedemeyer
Lois Wesemann
Gordon West
Eva Westerberg
Emerson Weymouth
Kathryn Willett
Margery Williams
Llewellyn Williams
Olwyn Williams
Louise Wire
Mark Whithey
Jane Wood
Jordan Woodhull
Adolph Woodkey
Harry Woodring
Donald Woods
Dorothy Woods
*Henry Young
George Zack

SOPHOMORES—
John Ackermann
*Grace Amesbury
Florence Anderson
*George Anderson
Hazel Anderson
James Anderson
Lawrence Anderson
*Doris Arbuckle
Charlotte Augustinus
Margaret Banker
John Banks
Louise Barnes
Frederick Battey
*Robert Bear
Herbert Beardsley
Kathryn Becker
Fred Beebe
George Bergstrom
Frances Bierman
Kermit Biertz
Cyril Best
Thornton Bills
*Paul Blomberg
George Blomstrann
Arnold Bluder
Howard Boice
Edward Bonney
Ruth Bourland
*Homer Breed
Ruth Bremerman
Harry Brown
Margaret Brown
Mary Brown
Mary Browne
*Gordon Burnett
*Albert Burns
Dorothy Buchanan
Marie Cahill
Elmer Carlson
*Ruth Carlson
Ellen Carr
Charlotte Cheek
Evelyn Christian
Morgan Clark
Ruth Collett
*Robert Cox
Charles Coxeter
Dorothy Crook

Hugh Culver
Helen Curtis
Lewis Cutshall
Ruth Dahlstrom
Newton Dashiell
Charles Demmer
Marjorie Dexter
*Mary Diederich
Walter Dohren
William Dold
Walter Dorff
Richard Dougherty
Stuart Dufour
Dudley Eager
James Edmonds
Albert Edwards
Mary Eilert
Helen Eiserman
Roger Emmertz
Thor Erickson
Marian Evans
Arthur Evett
Florence Favorite
Mildred Fengler
Ruth Fontaine
Ross Forbes
Betty Fouch
John Franke
Martha Fryer
Helen Fulkerson
Dorothy Gamble
William Gatenby
Ethel Gates
Walter Gates
Elizabeth Gauger
Marion Gervase
Freda Gessler
Manning Giles
Leo Gilleran
Marjorie Gilmore
Vincent Gilmore
Robert Glashagel
Charles Glasner
Dorothy Glomski
Constance Glorieux
Nellie Glover
Alexander Gore
Corrine Graham
Harvey Green
Lucile Grossarth
Edward Guise
Erna Gylfe
Russell Hade
Shirley Hadley
Barbara Hall
Dorothy Hallam
Emil Hanson
Russell Hanson
Agnes Harlan
William Hartman
Margaret Hatfield
Martha Heafer
Harry Hein
*George Hench
Joseph Hengels
*Caspar Hilton
Virginia Hindman
Eleanor Hixson
Florence Hoffman
John Hornback
Dorothy Horning
Helen Hoyt
Florence Hoyte
Norbert Huebsch
Isabelle Hunziker
Carolyn Hutchinson
Charles Jeffrey
Byron Johnson
Earl Johnson
Charles Jones
Shirley Kalish
John Keith
Dick Kellogg
Isabelle Kennedy
Helen Kenny
Leslie Kiehl
Lester Kiehl
Yvonne Kimbell
Allan Kinast
Mildred Klanyac
Raymond Kluth
Eleanor Kluzak
Richard Knowles
Frank Kolar
Robert Krein
Carl Krohn
Cassie Kubrock
George Kucaba
Jack Laidlaw
*Frances LaFontaine
Carter Lamb
Robert Lamb
*Nancy Lapham
*Stillman Lapham
Willa Larsen
Chester Leatham
Dorothy Leu
Ralph Lillig
Eleanor Litsey
Forest Lombaer
MacLean Lowry
*Keith Lucas
Raymond Lucas
Ruth Luck
Esther Luettich
Ethel Maas
Wilma Maggee
June Malcom
Louise Marland
James Martin
Nellie Martin
Frank Maslek
Grace Matz
Frances Macarthy
Martin McCune
Vera McCune
Gilbert McEwen
Fred McGarrahan
Muriel McGarrahan
Ruth McKone
Adele Mellish
Helen Melvill
Mary Meyers
Charles Michal
Alice Miller
*Harold Michaelsen
Wilburt Montgomery
Elvie Moore
Dorothy Morris
Eva Morris
Thomas Morris
Cordula Mueller
*Alice Mourne
John Mulvihill
William Myers
Agnes Nelson
Clara Niedert
William Niemann
William O'Hara
Edwin Olson
Paul Olson
*Charles O'Malley
Thomas O'Malley
*Elizabeth O'Rourke
*Kearnon O'Rourke
Walter Orton
Alvin Pantke
Elmore Patterson
Edward Paulsen
Dan Pearson
Ralph Peck
Eileen Pengra
Margaret Pennington
Robert Pennypacker
Elizabeth Pickens
Helen Pinner
Ruth Place
Olive Power
John Prest
Virginia Price
Phyllis Prouty
Bernice Puscheck
Eleanor Puscheck
Carl Quase
James Ramaker
Arthur Ramp
Everett Ranstead
*Julia Reeve
Dorothy ReQua
Herbert Rhoads
Barbara Rice
Charles Ricketts
Virginia Riffle
Eugene Riley
Olive Riley
Sherwood Robinson

Marcella Roettger
Edmund Rossback
Herman Rubins
*George Ruglic
Robert Ryan
Raymond Ryder
Frank Sabik
Laura Sallade
Virginia Salsman
Helen Sampson
Roy Sampson
James Sayles
Harold Schmidt
Esther Schroeder
Laura Schultz
*Bernard Schultz
John Schulz
Howard Schwytzer
Elinor Schye
Emily Sedlak
Mary Sencebaugh
Jeffrey Short
Leroy Showalter
William Sieling
Elizabeth Skowbo
LeGrand Smith
Marlin Smith
Russell Smith
Frank Soltow
Mary Southgate
Eudora Spangenberg
Anita Speer
Ned Sperry
Phillip Sperry
Edward St. Clair
Frank Stockdale
June Stubbs
Oscar Stulik
*Curtis Taliaferro
*Dimetra Taliaferro
Dan Taylor
Robert Templeton
Florence Thatcher
Carol Thompson
Jack Titus
William Titus
Irene Tjarks
Evelyn Towell
Joseph Trotter
Harold Trower
Charles Turek
Robert Vaughan
Ben Waldron
Evelyn Wallace
Edward Warren
George Washburn
George Washington
Alfred Webb
*Fred Wehrmeister
John Wendorf
Dorothy Wertalla
Phillip Willems
Edna Williams
Florence Wilson
*Kenneth Withey
Frederick Witt
George Wright
Craig Wurmle
Peter Zimmer
Wendell Zimmerman

FRESHMEN—
John Adams
*Robert Adams
Louis Albaron
Norrene Allen
*Eugenia Anderson
Roland Anderson
*Rita Asa
Barbara Ashton
Eunice Aubinger
Phillip Ault
*Doris Ayers
Tony Azzarello
Harold Baker
Vincent Balaty
Dan Bales
Wilburn Barrow
Hernold Baumann
Evelyn Baumgartel
Robert Bean
Mary Bear
Bruce Beasley
*Henrietta Bechel
Mary Bobek
Ruth Bollnow
Charles Borden
Pauline Brancato
William Brander
Catherine Breen
*Herbert Brown
Sam Buford
Billy Caldwell
Winifred Carlson
John Chambers
George Christian
Betty Collins
Elizabeth Collins
Evelyn Conrad
Florence Conrad
Catherine Cooke
Margaret Corrie
Esther Cortesi
Robert Coulter
Ruth Croak
*Francis Crilly
Robert Croft
Mary Cunningham
Ida Czechowitz
*Kenneth Dahlstrom
Donald Davis
Wilfred Dean
Phyllis Deane
Walter DeBacker
Kenneth Decker
Dorothy Degener
Jack DeJarld
Lorraine Deke
Janet Deknatel
Wilkinson Dering
Eleanor Diedrichsen
John Diefenbach
Jack Douglas
John Draeger
Jack Drewes
Lillian Duncanson
Ernestine Durham
Charles Eaton
Reva Ebert
Anthony Eisenbach
Joseph Eisenbach
Samuel Eiserman
George Falout
Ivy Fiala
*Ruth Fishberg
Dorothy Fisher
Anna Fleet
Irene Fremer
George Friberg
George Fulton
Edward Furman
James Gage
Edna Garre
John Gasper
Caroline Gauger
Clarence Gauger
Edward Gebhardt
Florence Gethner
Mary Gilmore
Lyman Gray
Charles Greenlee
*Robert Griffith
Kenneth Gross
Jane Guilford
Esther Guise
Jeannette Gustavson
Lois Gustin
Werner Gylfe
Billy Hagey
Selene Hansen
Margaret Harlan
Alfred Harris
*Madeline Harris
William Hastings
John Hatch
Robert Hauter
Robert Hawley
Frank Hayman
Jane Henson
Gladys Hescher
Harriett Hicok
Orville Hessler
*Huntley Hitchcock
Marie Hixson
Edward Hlavaty
James Hoefling

Norman Holland
Ramona Holland
Donald Horn
Doris Horn
Katherine Hosmer
Mary Howson
Preston Hoyt
Wilson Hoyt
Robert Hume
Helen Huppert
Hugh Hurst
Jeanne Ide
La Burda Jackson
Frank Jacobi
*Kathleen James
Archie Jenkinson
*Margaret Jervis
Joseph Jicha
Eugene Johnson
Marshall Johnson
Wayne Johnson
Sarah Jones
Lucille Jost
Verna Kadlek
*Florence Kalal
Louise Karkow
Charles Keith
Florence Keller
Jeanette Keller
Walter Kleine
Alfred Kleven
Elmer Kluck
Joseph Kocmont
Josephine Kolember
William Kramp
Wilbert Krause
Daniel Kubrock
Jeanne La Brish
Karl Lacher
Robert Lacher
Willard Lane
William Langdon
Thomas Lange
Cecile Larson
Robert La Rue
Dorothy Lay
Louise Lehmann
Taylor Leonard
Donald Lemon
Mary Letvenchik
Bernice Leu
William Lindner
Dale Litzenberg
*Winston Long
..Georgiana Mack
Arthur Mance
Dove Martin
Harold Martin
Jack Mason
Eleanor Matousek
Adeline Matz
Robert McAllister
John McManaman
John Meaden
Jean Melvill
George Merritt
Dorothy Merten
Jeannette Mertsky
Fred Meyers
John Meyers
*Rosemary Milam
Marshall Miles
Dorothy Moats
Ruth Montgomery
Fred Moore
Jane Moore
Donald Morrisey
*Mark Mourne
William Mueller
Robert Mulkey
Isabelle Mulligan
Libby Myslivecek
Bertha Newell
Dora Nicopulos
Dayton Nordin
Dorothy Nordin
Jennie Nordwall
Gertrude Novy
Elsie Oberg
Milton Ogren
Edward O'Hara
*Anna Padattony
Marguerite Paine
Phyllis Pamperien
Eileen Pape
Mary Jane Parks
Bernice Patterson
*William Paul
Elynor Paulsen
John Pavletic
Helen Pavlik
*Dorothy Pear
Morley Pearce
Franklin Perkins
Carl Person
Harold Peterson
Mildred Phelps
Mary E. Phillips
Jack Pierce
Raymond Piltz
Morris Pollock
Edgar Polsley
Nancy Porter
John Portner
John Powell
George Pratt
Paul Prickett
*Ella Prokup
William Racine
Opal Rakerd
Dorothy Reeder
Charlotte Reichert
Burton Rhoads
Winifred Rice
Dominic Rivaldo
Chester Robb
Audrey Robertson
Eleanor Robertson
Louise Robinson
Elizabeth Rogers
*Dorothy Rouse
Richard Rowley
*Gussie Rubins
Marven Rubins
Mildred Sallade
Betty Salvesen
Doretta Schad
*Edward Scheibe
Dorthea Scheef
*Kendall Scheidler
Gerhart Schirbl
Frances Schuetz
Marvin Schwitzer
George Sengstock
Dorothy Shaleen
Ralph Siebert
Jane Silloway
Grace Simons
Frank Sliva
Margaret Smit
Laura Smith
Miriam Smith
Roy Smith
*Harriett Snyder
Lawrence Spotswood
Virginia Squire
Helen Staley
Joseph Stolfa
William Strelluf
*Charles Stover
Charles Swanson
*Mercedes Taliaferro
Allan Templeton
Katharine Thompson
Virginia Thompson
Donald Titus
Elizabeth Toth
June Trotter
Robert Twomley
Baker Twyman
Frank Vacek
Anne Van Dyke
*Charles Vickery
Florence Vickery
*John Vyskocil
Harry Waddington
Warren Wagner
William Walker
Lester Walters
Jane Ward
Charles Watts
Beverly Watts
Clifton Weaver
Janet Weber
Carl Wermine
Harriet Wicke

Ross Wilkey
John Wilkinson
Esther Willett
Eileen Williams
Roger Williams
Charles Wilson
Clyde Wilson
*Olive Wright
Josephine Zilka

POST GRADUATES--

William Zimmerman
Dorothy Ames
*Gwen Beelman
*Gertrude Heinsberg
Mary Louise Hunter
Norma Kissick
Virginia Loomis
*Dorothy Merrill
*Kenneth Mitchell
Glen Perrott
Ruth Price
*Bernadine Schye
*Edith Washington
Ramona Wood

Graduated end of Summer School, 1927.

Virginia Gear
Homer Gilbert

List of Graduates
CLASS OF 1928

Helen Augustinus
Glen Baker
Kenneth Ball
Carl Bates
June Beaufort
William Bengston
Adolph Benson
Carol Bergstrom
Haven Bills
Edward Bockhop
Judson Bonnell
Harriett Boyd
Mary E Brown
Stanton Brown
Langdon Buchl
Margaret Burkland
Jean Cannon
Lucille Carton
Sophie Chmelar
Helen Clayton
Shirley Collett
George Collins
Gertrude Cox
Helen Cranston
Marian Cranston
Marian Crook
Frances Curtis
Helen Cushing
Robert Dallach
Margaret Davidson
Josephine Dean
Louise Degener
Winifred Dorsee
Frances Dunn
Ruth Edwards
Abraham Eiserman
Armin Emmertz
Winifred Erickson
Alice Evans
Irving Fifield
Catherine FitzSimons
Roger Foley
Ned Fowler
Alice Friend
Evelyn Fulton
Virginia Gage
John Gale
Ruth Garratt
George Gervase
Nick Gervase
Robert Godar
Robert Goodyear
Virginia Goodyear
James Gorsky
Donald Gothard
Helen Gough
Pearl Graham
Ruth Grossarth
Echo Hasse
Mary Hayes
Rebecca Hayward
Lois Hein
Fred Henderson
Sylvester Henson
John Heppes
Rebecca Herbert
Carolyn Hevenor
Clement Hixson
Richard Hodge
Alfred Hoyt
James Hvale
Marian Ide
Arthur Ipsen
Gladys Jenkins
Allison Jones
Jane Jones
Elinor Kane
Robert Kasson
Arthur Knight
William Knight
Margaret Knowles
Mary Krein
Donald Latta
Phillip Latta
Caroline Leatham
Sidney Lee
Ray Lemke
Lester Lendrum
Orville Linnell
Cecelia Listing
Clinton Loomis
Herbert Lundgren
Mildred Lundin
George Mackey
Frank Mance
Mildred Markle
James Maus
Edna Maves
Louise McGinnis
Jeannette McGregor
Allen Merritt
Harrison Moore
Virginia Moore
William Mulligan
Richard Mullin
Doris Neal
Phyllis Neal
Fred Nell
Betty Newcomb
Elizabeth Nordin
William Ozinga
Marian Paradis
Martha Patterson
Virginia Perry
Norman Peters
Norman Pierce
Louise Polivka
Marjorie Powers
Suzanne Pratt
Frank Price
George Purple
Harry Ramaker
Donald Raub
Jane Ream
Nancy Reeder
Kenneth Reeve
Dorothy Reinke
Elizabeth Richards
Hazel Roder
Marian Rogers
Dorothy Ross
Donald Ryder
James Sandera
Clara Sanders

Gertrude Sceleth
Lillian Schreder
Mathilda Schirbl
Elizabeth Schlueter
Irma Schmidt
Ann Scofield
Kurt Siebert
Luella Sieling
Ward Sillaway
John Simpson
Robert Simpson
Tom Smith
Robert Soderberg
Edward Sotek
Caroline Stanley
Edward Taylor
Lawrence Tiedt
Gladys Thompson
Robert Thuma
Jane Townsend
Grace Treat
Mamie Turovaara
Virginia Varney
Dorothy Wakefield
Dorothy Wallace
John Ward
Gordon Watt
Harry Webber
Charline Whisler
Francis Whisler
Dorothy Wickstrom
Jane Wilder
Albert Willett
Florence Willett
Virginia Wilmers
Mary Yanochowski
Robert Zane
Graduated during the year—Stewart Gudgel and Verle McKee.
Graduated in July 1928
Ralph Cooke
Elena Powers

Complete List of Graduates from the Lyons Township High School

1891

Johnson, Bertha M.
Ludwig, Daisy E.
Montgomery, Bertha M.
Morey, Mary H.
Morey, Louise
Van Lieu, Helen A.
Walmsley, May

1892

Banker, Howard
Furness, Mary
Humphrey, Edward A.
Kelsey, Asa E.
Toman, May
Walmsley, Ethel

1893

Beattys, W. H.
Burkholder, Lillian
Cobb, Jessie
Collins, Emmond
Davis, Fannie R.
Pratt, George
Puffer, Alice
Quinby, Nannie
Seaton, Louise
Stevenson, Agnes
Walmsley, Ralph
Williams, Edith

1894

Brown, Harry S
Dirks, Charles B.
Graves, Mary B.
Lennon, Hal
Noll, Elizabeth
Northrup, Abbie
Sackett, Frank V.
Scribner, Annie M.
Skinner, Clara
Sweet, Mary I.
Walker, Chas. M.

1895

Arnold, L. L.
Fayerweather, Rhoades
Graves, Edith
Hole, Charles
Humphrey, Helen
McCloud, Roy
Parrish, Henry R.
Sears, Grace
Vial, Alice
Walters, Louis
Whitford, Ethel
Whitney, Grace

1896

Bowman, Edna
Bradley, Emma
Carey, Amelia
Edwards, Edith
Keeler, Emma
Lennon, Sarah
Lynd, Carrie
Ripley, Clarence
Rushmore, Clare

1897

Blakelidge, May
Bogue, Franklin
Dean, Grace
Ellis, Julian
Fayerweather, Ruth
Linsley, Willis
Ripley, Edwin
Ross, Edith
Shaffer, Ammie
Troeger, Edna
Whitney, Edith
Wright, Anna

1898

Brent, Martha
Carey, Edith
Daniels, Maitland
Holbrook, Emma
Soderberg, Fred
Turner, Edith
Warren, Mario

1899

Bird, Royal
Blackman, Willis
Brown, Will
Darlington, Genevieve
Elliott, Ida
Fosmer, Pearl
Grabo, Carl
Huff, Francis
Laubenstein, George
Muller, Justin
Porter, Lottie
Stewart, Roy
Troeger, Hazel
Whitney, Mabel

1900

Bain, Virginia
Behrens, Anne
Carpenter, Mary
Darlington, Grace
Darlington, Herbert
Doherty, Nellie
Maus, Bernard
Maxwell, William
Nourse, Mary
Tschan, Fred
Tedrick, Edna
Wright, Mary

1901

Baker, George
Bearse, Louise
Blount, Elizabeth
Bushnell, Esculine
Cooley, Susie
Dickey, Cromwell
Flinn, Emma
Hart, Helen
Henson, Mary
Jennison, Clark
Johnson, Harley
Johnson, Myra
Kidston, Ross
Knies, Carrie
Knowolson, James
Llewellyn, Ralph
Maxwell, Fannie
Porter, Earl
Raymond, Mary
Slusser, Thomas
Troy, Mary
Tschan, Kate
Walmsley, Harold
Williams, Lucy
Wood, Stella

1902

Alzen, Inez
Bohlen, Augusta
Cadle, Jessie
Carey, Alice
Carpenter, Herbert
Coulter, Robert
Daniels, Harry
DeWitt, Louise
Edwards, Ralph
Enke, Anne
Henson, Margaret
Kendall, Sibley
Llewellyn, Clarinne
Melcher, Alice
McBride, Caroline
McCarty, Lester
McClelland, Alice
Morgan, Grace
Pratt, Joseph
Sackett, Margaret
Schilling, Alice
Walmsley, Florence
Ward, Ruth
Welch, Margaret
Wesemann, Herman
Williams, Hester

1903

Bain, Cora
Blakelidge, Lucinda
Bushnell, John
Clark, Raymond
Cook, Hazel
Darlington, Harley
Dawes, Lilliam
Freer, Mabel
Hyde, Flora
Jennison, Ralph
Linsley, Robert
Mitchell, Herbert
Northrup, Florence
Porter, Ralph
Stiles, Mildred
Tschan, Florence
Vial, Jennie
Vial, Grace
Werno, Cecilia
Whitson, Henry
Wright, Russell

1904

Burleigh, Elinor
Cooper, Ruth
Doherty, Mary
Durland, Alice
Hawley, Ralph
Keyes, Charles
Slusser, Jean Paul
Smith, Edna
Stookey, Florence
Turnock, Lawrence
Vial, Samuel
Vial, Sarah
Watson, Robert
Wickersham, William
Wondreis, Clark

1905

Argersinger, Grace
Bergen, Ralph
Cossitt, Dwight
Cossitt, Jean
Daggett, Clara
Darlington, Florence
Durland, Mabel
Harman, Lillan
Hess, Dorothy
Hoskins, Minna
Mertz, Maud
Morris, George
Morris, Paul
Robbins, Adaline
Ruth, Chester
Sanford, Leigh
Tschan, Rose

1906

Dana, Mildred
Hocking, Gertrude E.
Layman, Edwina May
Llewellyn, Ruth
Neal, Harry Albert
Spink, Emma Blanche
Sweet, Laura Ramona
Ward, Elsie Irene
Dillon, Lorena Elizabeth
Hoover, Inez Villa
Johnson, Calvin C.
McClelland, Grace
O'Brien, Frederick
Strauser, Rolland John
Vose, Clarence Hoy

1907

Anderson, Wilbur C.
Barnum, Josephine R.
Bearse, Theodore H.
Burns, Cella Belle
Cooley, Elizabeth J.
Cornell, Arthur W.
Cossitt, George
Dewey, Raymond Clark
Durland, Ada Louisa
Edler, George Christian
Forrest, Katherine
Greaves, Eva
Hoffman, Paul Gray
Horr, Leonard Woods
Hoskins, Edna
Knickrehm, Augusta C.
Luce, Albert Lawrence
Martin, Earl Romaine
Merriam, Ruth
Mitchell, Harley Warren
Moses, Ruth Frances
Vial, Ralph Hoyt
Vial, Joseph McNaughton
Whitehead, Herbert H.
Williams, Ellen Terrell

1908

Babcock, Ruth Cornelia
Barnes, Gertrude L.
Bremer, Charles W.
DeCamp, Edwin Mason
Edler, Fred Carl
Farrell, Catherine E.
Findlay, Elizabeth I.
Hancock, Frank Berrie
Harris, Florence
Jennison, Robert Farrar
King, Robert M.
Nelson, Aubrey Delmun
Otis, Harold Anthony
Prince, Sarah Harriet
Rathe, Alfred M.
Rhodes, Merritt Francis
Schneider, Mabel Louise
Stocker, Julia Elizabeth

Strasser, Marie Jeannette
Welbourn, Eva Margaret
Williams, Claribell
York, Otto Eddy

1909

Adams, Maude Louise
Beaver, Hugh Terrell
Burns, Ethel Rosa
Comstock, Helen Bell
Coburn, Katherine Ellis
Craigmile, Herbert Stanley
Davis, Rachel Hewett
Doherty, Francis Lawrence
Fleming, Cornelia Rutherford
Ford, Annie Louise
Ford, Theodore English
Harrison, Faith Stone
Holden, Florence Elizabeth
Horn, Walter A.
Hughes, Frances Mary
Kelly, Margaret M.
Kimball, Thomas Wellar
Layman, Ruth Taylor
Madden, Francis D.
Miles, Dorothy
Murphey, Marjorie Alice
Murphey, Joseph D.
Meyers, Myron Arthur
Nelson, Mabel Elizabeth
Newell, Leonard Richardson
Reed, Robert Boyce
Ruth, Linus C.
Robbins, Emma Bates
Satterlee, Frank Charles
Scott, Edith
Squire, Earle Franklin
Stevens, Edith
Sullivan, Nellie Marie
Thompson, George Waring
Tilton, John N. Jr.
Tilton, Julian
Upton, Frederick Stanley
VanLieu, Charles Barnes
Werno, Henrietta
Whitney, Helen Woodrow

1910

Barnes, Robert O.
Bent, Maurice H.
Cadwallader, Florence
Carpenter, Brian M.
Clark, Verde Alice
Cohn, Lois Hanford
Conklin, Mabel
Cooley, Gilbert Stanley
Cooper, Kenneth Lupton
Craigmile, Charles Samuel
Dietzer, Alice Margaret
Dye, Olive DeWitt
Farley, Charles Wilmott
Flinn, Kathleen
Gardner, Prudence Charlotte
Hoskins, William
Housel, Frances Miriam
Layman, Kenneth Foss
Luce, Edna Helen
Macy, Lucile Beatrice
Maxted, Stanley Griggs
Moody, Ione
Murphy, Edna
Murphy, Thos. Davidson
Nelson, Nathan Gilbert
Newell, Florence Marguerite
Otis, Charles Wheelock
Pamperien, William E.
Robbins, Ruth
Southgate, Orva
Springer, Irma Viola
Titsworth, Alexander Durham
Watson, Louise DeGolyer
Williams, Meta Naomi

1911

Alberts, Royal Eugene
Barnum, Edmund
Bourgeois, Marguerite Louise
Brainard, Millar
Bratt, Grace Edith
Burns, Thomas Gilbert
Cooper, Edward Alden
Craig, Helen Truesdale
Darrow, Halsey
Farley, Kathryn
Fish, Julian L.
Greatrex, William Kerr
Griffitts, Samuel Powell
Hoag, Charles Dodge
Hardy, Irene F. C.
Harrison, Constance
Howard, Hazel Virginia
Johnson, Grace Gertrude
Kavanagh, Dorothy
Layman, Elizabeth S.
Miller, Clayton Walters
Morris, Vernon Leslie
Murphy, Edmund Henry
Ryder, Earl Raymond
Ryther, Helen
Strasser, Ethelyn Beatri
Stubbings, Gertrude Elizabeth
Stubbings, Maud
Sweet, Harry P.
Thompson, Kenneth Chelsea
Vial, Nathanial Smith
White, Clifford Morgan
Whitehead, Margaret Fisher, Mildred Correll
Fulton, Mabel Leoto
Galloway, William Marshall
Pagin, John Beitner
Randall, Dorothy
Raub, Olive E.
Whitney, Grant
Williams, Paul Deming
Worth, Floyd S.

1912

Barnum, Richard F.
Bates, Ruth F.
Carter, Carl R.
Comstock, Sue
Cornell, Donald S.
Craigmile, Mark P.
Davis, Esther H.
Davis, Milton Russel
DeWitt, Margaret C
Dowd, Marie M.
Durland, Edna J.
Eckdahl, Hilma
Emmond, Wyatt G.
Freeberg, Ellen E.
Gore, Florelle J.
Griffen, Grace E.
Hampson, Jessie B.
Hildegrandt, Frieda
Horner, Evelyn Ruth
Horr, Marion

Hyman, John
Kelley, Marie J.
Larson, Reuben E.
McDonald, George D.
McKay, Margaret E.
Martin, Dorothy B.
Mavor, Hugh Nelson
Nelson, Esther E.
Nelson, Harry M.
Nelson, Herman G.
Peterson, Francis Y.
Polk, Wesley W.
Roehrs, Lydia
Sawyer, Webster M.
Searles, Donald K.
Sherman, Margaret P.
Smith, Enid Eloise
Smith, Helen
Stapleton, Doris
Stapleton Mabel L.
Stocker Ruth I.
Vial, Bert R.
Wilbur, Clarke W., Jr.
Payne, Elizabeth Esther
Peterson, Albert Victor
Reed, Ernst Corydon
Richardson, Keith Kellar
Rowell, Margaret Cecile
Sanford, Miles Blinn
Schofield, Florence Susan
Sheel, Winifred Emmet
Stookey, Alma Lois
Titsworth, Frederick Lewis
Tyler, Margaret Hastings
Upton, Marjorie Ruth
Vilas, Lawrence
Wilson, Mary Genevieve
Zook, Lena May
Zust, Ernest Albert
Miles, Helen
Milligan, Lawrence
Norpel, Clara
Northcott, Horace
Reed, Elbert
Rettig, Lida
Rockwell, Ruth
Sagendorph, Erma
Sammons, Beulah
Sample, Margaret
Smith, Margaret
Snyder, Leora
Southgate, Helen
Stocker, Edwin
Stookey, Helen
Straus, Michael
Thomas, John
Turnbull, Ruth
Turner, Adele
Unger, David
Vial, Harold
Vial, Helen
Ward, Emma

1913

Austin, Ruth
Barnes, Irma Margaret
Chilcote, Ida
Conklin, Hazel Dorothy
Craigmile, Julia Columbia Agnes
Craigmile, Robert James
Crofts, Carson
Curran, Mildred Coles
Dillon, Harriet Margaret
Dreyer, Helen Roberta
Exley, Grace
Fulton, Zelda Helene
Gaylord, Ethelyn Aurilla
Jobson, Edward Russell
Kelley, Agnes Illingworth
de Laubenfels, Max Walker
Mandel, Herbert William
Maxted, Ruth Larkin
Morris, Florence Alice
Murphy Louise Phares
McDonald, Margaret Cecile
McGarry, Raymond James
McGregor, Ruth
McKay, Mildred Davis
Novotny, Stanley Joseph

1914

Allen, Edith
Anderson, Esther
Arnold, Charles
Atkinson, Felice
Beidler, Francis J.
Berryman, Paul
Bryant, Robert
Brydon, Alice
Connell, Philomene
Cooper, Henry
Cossitt, Marion
Craigmile, Mary
Davis, Martha
DeCamp, Llewellyn
Dickson, Ethel
Dopp, Emma
Ekdahl, Anna
Fisher, Clarence
French, Roberta
Fulton, Gladys
Garnsey, Adolphia
Gaylord, Raymond
Gore, Mary
Hartronft, Perry
Hess, Marion
Horn, Reneta
Horr, Cortland
Johnson, Hazel
Kalish, Belle
Keefe, Ethel
Keller, Hope
Lake, Archie
Llewellyn, Marjorie
Mandel, Edna
McDonald, Breen
Merell, Helen
Miles, Evelyn

1915

Allen, Elizabeth Taylor
Boisot, Pauline
Bourgeois, Lucile Marie
Bremner, Annabel Frances
Clark, Clarence Benson
Clark, Elsie Margaret
Corrigan, James Fabin
Cossitt, Harry R.
Craigmile, Elinor Rose
Daggett, Jean Brooks
Daugherty, George H.
Davies, Robert Coleman
Dietrich, Dorothy
Dowd, Edward Basil
Doyle, Maybelle June
Durland, Jennie Margaret
Eckel, Marion Georgeanna
Fletcher, Ethel Blanche
French, Alverna Blanche
Garnsey, Edward Grant, Jr.
Hill, William Earl
Holmes, Ethel Le'Nora
Holmes, Oliver
Holmgren, Astrid Charlotte
Hosted, Joseph Orrin
Ilett, Willard Everett
Jobson, Sarah Dorothy
Johnson, Ellen K.
Kavana, Luke James

Leffler, Frances Mae
Lewis, Miriam Gertrude
Llewellyn, Harry C.
Mandel, Walter
Mather, Lyman McConnell
McKay, Clarence William
Mersereau, Eleanor A.
Moody, Irene Blanche
Neumann, Helen Lillian
Nichols, George Leland
Pearson, Alice Mathilda
Pierce, Rachel Marie
Polk, Arthur Eugene
Sanford, Trent Elwood
Scott, Paul D.
Slaten, Helen Mabel
Smart, Floyd George
Snyder, Katherine Elizabeth
Spotswood, Mabel Gladys
Stockdale, Carrie M.
Sweet, Arthur Burdette
Taylor, Sylvia
Tyler, Ruth Chester
Wagenknight, Laura Arceville
Watson, James Dewey
Williams, Marguerite
Zimmerman, Martha

1916

Allen, Helen Virginia
Anderson, Beulah Dolores
Anderson, Margaret Van Pelt
Bates, Faye Ellen
Bockhop, Pauline Antonetta
Bourgeois, Rosalie Elizabeth
Browne, Florence Helen
Bryan, John Frederick
Burley, Paul B.
Clark, Erskine Phelps
Collins, Elizabeth Florence
Corrigan, Sydney
Daggett, Dorothy
Dahlem, Mildred Ramona
Dopp, Maurice A.
Duncan, Virginia Henrietta
Dunlap, Harry Mac
Durkee, William Porter
Fehling, Mildred
Fehling, Louis Albert William
Graham, Frederick McCall
Green, Willard Christopher
Gutches, Neva Daphne
Hamill, Robert Lyon
Hasbrook, Edward Francis Jr.
Hawley, Clark Webster
Henry, Mary Elizabeth
Hoag, Harold Brown
Johnson, Winifred Muriel
Kemman, Alfonso H. Jr.
Kline, Clover Eugenia
Llewellyn, Pauline S.
McClure, Helen Margaret
Meacham, Florus David
Meads, Robert T.
Mecartney, Harry Cole
Meyer, Franklin Clifford
Miles, Margaret Leslie
Nelson, John
Newell, Dorothy Maude
Norpel, Margaret Glena
Nott, Merle Bertram
Nystrom, Helen Elizabeth
Pagin, Lewis Bernard
Pike, C. S. Bentley
Pilcher, Genevieve Irene
Rehner, Erik Regner Nathaniel
Rockwell, Charles Noble
Saxe, Frances Dewey
Schultz, Walter Carl
Sherman, Esther Irene
Smith, Mildred Viola
Stephenson, Frances Ellen
Stryker, Helen
Sweet, Hallie
Thomas, Marguerite Emsley
Titsworth, Mary Charlotte
Ullrich, Helen Susanne
Vial, Mabel Ruth
Wade, Mark
Walters, Marjorie Hazel
Ward, Irene Martha
Warren, Robert Clark
Watt, Margaret Sarah
Whiteside, George Watson
Whiteside, Nathaniel Henry, Jr.
Whitney, Mildred Elaine
Wiley, Kenneth Eugene

1917

Anderson, Helen Maurine
Bent, Roberta Mary
Bielby, Stephen Warne
Bostelmann, Evelyn Wilhelmine
Carlson, Alexander Sidney
Clover, Dorothea Winifred
Cox, Deirdre Dorothy
Cummings, Esther
Curnow, Irma Lenore
Curnow, Myrna Zadell
Dahlem, Anita Maurine
Davis, Everett Witte
DeWitt, Albert Hunt
DeWitt, Rollin Converse
Dowd, Nancy Jane
Ehrmann, Viola A.
Farrell, Mary Josephine
Ford, Newell Albert
Gauger, Gertrude Elizabeth
Gilbert, Nina Shirley
Hasbrook, John V. A.
Haverfield, Helen Beatrice
Holmes, Harry Martin
Kallis, Milton Albert
Keller, Raymond Lee
Key, Dena May
Kiest, Edna Mabel
Lietz, Paul James
McClelland, Ralph Lester
McDonald, Ethel
McKenna, Marion Stevenson
Madden, Helen Louise
Mandel, Florence
Maxted, Ralph B.
Merriam, Theodore Howard
Moses, Marion

Northcott, Ruth Elizabeth
Paine, Oral Estelle
Partridge, Florence Alden
Partridge, Helen Elizabeth
Peck, Alice L.
Reed, Hazel
Rehner, Olga
Richardson, King C.
Sagendorph, Arba L.
Sander, Eleanore Clara Margaret
Sanford, Evelyn Louise
Sieman, Leanor Eveylett
Sovereign, Elizabeth Gertrude
Swezey, Roy
Taylor, Dorothy Leigh
Taylor, Lura A.
Uhlich, Mary Elfreda
Vial, Gordon Lewis
Wade, Sidney
Wagenknight, Algernon Roberts, Jr.
Watson, William Weldon
Watts, Bernice Harriet
Wilson, Chase Curtiss
Wilson, Joseph Charles, Jr.
Wippern, Virgil

1918

Allison, Margaret Vernonica Elizabeth
Ambler, Gladys
Anderson, Helen Olevia
Anderson, Mary Gertrude
Applegate, Gladys Irene
Ashburner, Catherine Therese
Banks, Vincent Louis
Barrett, Jordan Hollister
Bates, John Blinn
Bielby, Adelaide Marie
Blue, Calvin Gladstone
Bratt, Florence Irene
Carlson, Helen Yetive
Cary, Agnes Bernice
Casper, Everett Wesley
Cole, Carroll
Connell, Josephine Louise
Cossitt, Frederick Henry
Craigmile, Evelyn Frances
Daugherty, Aileen Coulson
Dewey, Marion Elinor
Eaton, Geraldine
Flynn, Margaret Louise
Fredenhagen, Gladys
Graham, Gertrude Warren
Green, Albert Henry
Green, Helen Marie
Hall, Stanley Orlando
Harland, Rebecca
Hatch, Adeline Elizabeth
Hebson, Esther
Henry, Margaret
Heppes, Albert Henry
Hofmann, Elizabeth Harriet
Hotchkiss, Eugene
Humphrys, Ernest Smith, Jr.
Kilgour, Elizabeth
Kilgour, Jeanie Wallace
Knowles, Horace Earle
Kounovsky, Helen Christine
Lake, Donald Warner
Leonard, Edward Patrick
Lewis, Irma Yvetta
Lipsey, Elizabeth
Llewellyn, Rossiter Summy
McConnell, Malcolm Rosebrook
McDonald, Celeste Elizabeth
McKay, Ruth Greenlee
Mersereau, Roswell D.
Miller, Irville Albyne
Murphy, Robert Francis
Paulson, Paul Harold
Payne, Paul
Pike, Virginia Kathryn
Polivka, George James
Pruden, Dorothy Florence
Quase, William Carl
Saxe, Catherine Officer
Schultz, Earl Ernest
Scott, Eileen Edith
Sherman, Clayton Carr
Smith, Mildred Mable
Spotswood, Loretta Marie
Stocker, Alfred Elmont
Stuenkel, Ernest Charles
Suddard, Marion Frances
Titsworth, Elizabeth
Ullrich, Adolph Edwin William
Vial, Edmund Ellsworth
Vial, Paul Ethan
Walker, Harold William
Walters, Mildred Jean
Warner, Charlotte Mae
Watt, Charles Stewart
Whitehead, Thomas Robinson
Williamson, Ruth
Windsor, Esther Lorraine
Yale, Mildred Lake

1919

Allen, Margaret
Badke, Walter John
Bates, Ruth Agnes
Bielby, Ella Frances
Blount, Eleanor Nash
Bracken, John H.
Bradford, Irving Howell
Brown, Helen Adelaide
Bulot, Charles Andre
Christianson, Elmer Hall
Cortis, Robert
Cox, Lucille
Craigmile, Esther
Curnow, Alpha Leone
Ehrmann, Marcella Elizabeth
Elliott, Florence Louise
Fry, Helen Dorothea
Fulkerson, Muriel
Hagadone, Dorothy Frances
Hoskins, Florence
Hotchkiss, Elizabeth Burdick
Kane, William Dean
Kavana, Eliza
Kiest, Calvin Herrick
Knoedler, Alice Louise
Lagoni, Florence
Langwill, Alice Jean
Lewis, Jessie Rebecca
Lewis, Sumner Fay
Linn, Dorothy Roberts

Cooper, Eleanor Laura
Madden, Robert B.
Mavor, Mary Jean
Murphy, Helen Rhoda
Murphy, Marjorie De-Blanche
McAlister, Fabian T.
McConnell, Janet R.
McGregor, Catherine Louise
Northcott, Florence Harriet
Novotny, August Louis
Orange, Charles Clayton
Page, Mary D'Elda
Peckham, Frances Harriet
Rancke, Olive Meta
Rau, Marie Ann
Reeve, Edwin A.
Richardson, Jane
Ritchie, William Edward
Runyon, Benjamin Francis
Roberts, John A.
Sander, Ernst William
Scott, Janet Ruth
Sears, Doris Mildred
Smith, Mildred Etta
Stocker, Dorothy Reeve
Tarrant, Victoria Kimball
Taylor, Lesley Imogene
Thomas, Gladys Ann
Vial, Mary Helen
Warner, Ethel O.
Welbourn, Avis Louise
Wiley, Alice May
Wilson, Harriet Asenath
Wright, Frances Mae
Yale, Myrtle
Yeatman, Charles Alfred

1920

Anderson, Kenneth
Applegate, Robert Bugby
Arnold, Pauline
Bates, Esther Laura
Bestler, Charles
Black, Elizabeth
Boothby, Palmer Chase
Braheny, Camilla Rita
Breed, Lois Mabel
Brown, Hamlin Saxman
Brown, Mabel Ruth
Castrodale, Milford W.
Conlin, Bernard A.
Corliss, Arthur H.
Cossitt, James L.
Doyle, Harriet Mae
Draves, Elmer Harlan
Erickson, Waldo
Fellows, Roger L. Jr.
Fletcher, Robert B.
Ford, Wesley DeWitt
Fry, Kenneth D.
Gale, Lucy
Garratt, Eleanor Thomas
Green, Anne Adams
Groomes, Isabelle O.
Grover, Frances
Hatch, Lemoine S. Jr.
Hattendorf, William H.
Haverfield, Elythia M.
Heilbron, Marie Jean
Heppes, Dorothy Edna
Hevenor, Winifred F.
Hey, Clifford L.
Hill, Raymond W.
Horr, Louise Bliss
Hulce, Alice Mary
Irwin, L. Wesley
Jacobsen, Ilene M.
Lane, Emily Elizabeth
Leonard, Margaret L.
Lindsey, Ruth
Luce, Esther Faith
McKay, Louise Jane
Mecartney, Earl Newell
Mersereau, John R.
Mertz, Lilian M.
Milligan, Elizabeth Lewis
Mooney, Grace Barbara
Nagel, Frederic E. Jr.
Nickless, Bonnie Laura
Olson, Arnold O.
Orange, Gladys Helena
Orange, Helen Gladena
Pantke, Harold E.
Parsons, Newell B. Jr.
Porter, Ruth
Ryan, Justin J.
Sammons, Joseph Albert
Saunders, William E.
Sovereign, William W.
Speer, Paul Dee
Sprague, Arthur William
Suddard, Dorothy
Suddard, Harold
Sullivan, Irene E.
Townsend, Elizabeth
Urban, Marion Gertrude
van Page, Wilbur M.
Vial, Wilbur
Waddington, Arthur
Warren, William
Wesemann, Adolph H. Jr.
Whitehead, Francis C.
Whittlesey, Raymond B.
Wilkinson, Amy Louise
Williams, Charles B.
Williams, Robert Gilbert
Wilson, Carl Glenard
Zajicek, Charles Arthur

1921

Applegate, Ruth
Berry, Harry Townsend
Bivans, Kenneth R.
Botz, Andrew
Brown, Genevieve Rose
Burr, Carroll J.
Cannon, Donald Ralph
Chapman, Dorothy R.
Clover, Willis Hatch
Conrad, Horton
Cooper, Everett Arthur
Cyr, Walter Joseph
Dunn, Martha Virginia
Eckel, George Martin
Elliott, Harold M.
Erickson, Gladys Marion
Exley, Philip Landon
Fletcher, Charlotte H.
Fowler, John L.
Froom, Adele Nyron
Gairns, William Otto
Gollan, Robert Stephen
Greene, Harry Crysler
Grim, Robert Frederick
Hammersmith, Virginia
Hess, William D.
Hawk, Paul Corwin
Herzog, Irene Elizabeth
Holmberg, Harvey W.
Hubbard, Elizabeth Browning
Hulce, Marian Elizabeth
Jones, David Rees
Kallis, Willis
Kayser, Margaret Louise
Keith, Mabel Frances
Kiest, Kenneth Walter

Kirkwood, Arthur Packard
LaMar, Nancy Eunice
Lewis, Percy Williams
Magor, Robert B.
Mersereau, Anne V.
Mitchell, Alice Josephine
McClure, Albert Nathaniel
McClure, Constance Nathalie
McClure, Mary
McDonald, Mary Isabel
McFarland, Naomi Vivian
Nichols, Arthur Forbes
Olson, Thelma Loretta
Reeve, Norma H.
Richcreek, Marion Antoinette
Ross, George Hewes
Runyon, Ernest Hocking
Russell, Albert Edgar
Ryan, Mary Elizabeth
Sander, Herman William
Schoof, Marian Dorothy
Shumaker, Helen Adele
Smith, Alice D.
Templeton, Helen Marie
Thill, Martha M.
Toates, Stuart Corning
Twinting, Harold C.
Wakefield, Bruce
Walker, Evelyn Elizabeth
Watt, Richard R.
Werner, Roy Henry
Wilmore, Earle C.
Wilmore, Stanley Carlton
Windsor, John Carpenter
Young, Edward J.
Zimmerman, E. Norman
Zimmerman, June Bushnell

1922

Anderson, Ben N. Jr.
Anderson, John F.
Beckley, John Gordon
Beebe, Ruth Florence
Bostlemann, Rudolph F. E.
Breed, C. Warren
Brill, Catherine
Bullerman, Edith Sophie
Bunker, George Tracy, Jr.
Burley, Ruth Elizabeth
Busch, Earl
Cary, Horace K.
Castrodale, Lawrence Elmer
Chambers, Margaret
Collins, John Hicok
Conlin, Andrew F.
Covelle. Ivy Belle
Cummings, Donald Childs
Daugherty, Albert L.
Dreyer, William A.
Dieke, Florence Katherine
Edmonds, Martha Elizabeth
Elliott, Virginia Lee
Emery, Earl D.
Erion, Leonard, Francis
Evans, Lester C.
Fellows, Herbert A.
Ferguson, Helen Marie
Fierbaugh, Margaret Marion
Fowler, Titus W
Fry, Elizabeth Eloise
Gale, Dorothy Marie
Gilchrist, Charles J.
Gross, Lawrence Morell
Harland, Lewis
Hawk, Walter D.
Hayes, Edmond Jarlath
Hayward, Jennette Mackey
Henderson, Samuel Farrell
Heppes, Donald Winthrop
Heppes, Julian O.
Higley, Amelia Taylor
Hoff, Herbert Carl
Hulce, Dorothy Grace
Hull, Morgan Read
James, Zita Broderick
Jensen, James Burley
Johnson, Florence E.
Kennedy, William Carson
Kasson, Dee E.
Kinnare, Paul Francis
Markl, Olive Gertrude
Nealy, Leslie B.
Nellis, J. Wagner
Nelson, Stanley Martin
Nichols, Florence Therese
Nolan, Eleanor Anna
Novotny, Lillian A.
Parker, Paul
Phillips, John Henry
Preigh, Jack D.
Priday, Elizabeth
Pryor, Anita Lucille
Quinn, Carolyn Catherine
Rau, Dorothy Ann
Reynolds, Katherine Harriett
Rose, Ruth Ormsby
Rutzen, William A.
Sceleth, Josephine Mary
Schoen, Louise Lowell
Sears, Helen
Schumaker, Paul Louis
Sovereign, Helen Doyle
Spear, Harry Eldridge, Jr.
Steineck, Margaret Williams
Stephan, Frank E.
Sweet, Helen
Swift, Ross Walter
Thal, Margaret Elizabeth
Titsworth, Winifred B.
Townsend, William Baker
Twinting, Walter Scott
Vail, Jane Lucile
Vail, Laura Belle
Walters, Florence Ruth
Whittlesey, Helen Lu-Rene
Williams, Grace Evelyn
Wood, Ruth Margaret

Graduated August 31, by completing work in the summer school:

Marie Cyr
Claude Walkowiak
Junius M. Peck

1923

Ackerman, Harold Edgar
Applegate, George
Ashburner, Elizabeth
Azzarello, August
Berquist. Charmain
Blaser, Loretta
Bollnow, Margaret Josephine
Bosh, Emily Helen
Carlson, Amy
Castrodale, Marion Elizabeth
Clover, Robert N. Jr.

Cummings, Robert Henry
Dull, Florence W.
Dunn, Dorothy
Dunn, Walter Conrad
Ehrmann, Charlotte
Ekdahl, Parley Alfred
Elliott, Reo V.
Finch, Maurice Cleveland
Fountain, Eleanor Myra
Gallagher, Russell
Gear, Mary Barnes
Gibb, William Hepner
Gollan, Helen Louise
Gornall, Lois Elizabeth
Gough, Catherine Amelia
Graves, Annell
Green, Frances Montross
Grover, Hester
Haefner, Joseph A. Jr.
Hatfield, Walter Marvin
Haverfield, Sarah Virginia
Hawkins, Dorothy
Heinemann, Marcia Katherine
Henson, Marion Dorothy
Heppes, Jean Margaret
Heppes, Jerry A.
Hill, Robert Benjamin
Hitchcock, Arthur
Hocker, Katherine Ann
Hossie, Walter William
Houlberg, Evelyn
Howell, Gladys
Hoyt, Kenneth G.
Hunziker, Florence Louise
Hunziker, Thelma Belle
Ioas, Raymond Charles
James, Henry Daniel Jr.
Janota, Joseph
Janota, Roses Angeline
Jenkins, John Thomas
Johnson, Gertrude
Johnson, Raymond Melvin
Jones, Margaret Gwendolyn
Kane, Sherwin Arthur
Kayser, Charles R.
Keller, Fred James
Kennedy, Helen E.
Kirkwood, Alma Harriett
Kirkwood, Edna Louise
Langdon, Dorothy Evelyn
Leff, Charles Erwin
Leonard, Virginia Louise
Lipsey, Mary
Luse, Eleanor Merrifield
Martin, Gertrude LeBoutillier
Mertz, Mildred
Mueller, Foorman Lloyd
Mullin, Howard J.
Mullin, William L.
McConnell, Frank Gerard
McConnell, Vivian Helene
McGregor, Donald B.
McKone, Janet Caird
Northcott, Elizabeth
Nott, Muriel Fern
Parker, James
Pierce, Phyllis
Pryor, Marjorie
Rall, Robert W.
Reade, Ida C.
Reynolds, Madeline Virginia
Rhoads, Mary Virginia
Richcreek, Marjorie P.
Runyon, Gertrude Louise
Sampson, Harold A.
Saxe, Mary Edwards
Saxe, Philip Officer
Schmidt, Ruth E.
Schoof, Frank Edward
Scudder, Frances Linette
Sell, Marshall Ernst
Shroyer, Elisabeth Frances
Smith, D. Harris
Smith, Margaret Isabel
Southard, Frank Allan Jr.
Stromberg, Edwin Henry
Suddard, Lucy
Tewksbury, Willis John
Toates, William H. Jr.
Twomley, Hazel M.
Twomley, Howard Clarke
Urban, John William
Van Page, Margaret
Virkus, Lorene Elizabeth
Wilker, Ruth Priscilla
Walters, Grace Eleanor
Warner, Arthur S.
Watt, Margaret Katherine
Watterson, Lucile Frances
Whipple, Jeanne C.
White, Helen Patience
Williams, Homer
Wiriden, Charles G.
Yeatman, Robert Mack

Diplomas granted Aug. 1 as of the class of 1923:

Collom, Dorothy
Elander, William
Gregor, Oscar

1924

Anders, Raymond
Anderson, Clara Eileen
Anderson, Mary Eileen
Anderson, Roger V.
Armstrong, Marion
Ashburner, Ruth
Avery, Margaret
Balluff, Edward
Bartlett, Raymond
Beckley, Willard
Benner, Viola
Bielby, George
Blake, Cleda
Bluder, William
Bowers, Mary
Caldwell, Elizabeth
Carey, Grace
Cheney, William B.
Clark, Alice
Clover, Miriam
Cook, Milton
Cooper, Edwin
Cooper, Laurence E.
Cyr, Gertrude
Decker, Kathryne
Dieke, Esther
Deupree, Katherine
Dull, Clermont
Duncan, Gordon H.
Edmonds, Gertrude
Ericksen, Ellen Louise
Erickson, Gordon
Evans, Robert
Exley, William
Feeley, Hugh M.
Fierbaugh, John Franklin
Fletcher, Florence May

Forbes, Ruth
Fouch, Alice Louise
Gates, Marion I.
Gregson, Margaret
Gudgel, Gladysruth
Hargrave, John Wesley
Harper, Gordon Keith
Harvey, Lovina Brewer
Hatch, Anna Barbara
Hayes, John E.
Hayward, Hartwell
Henry, John
Henson, Elizabeth
Hevenor, Ruth
Hodge, Clarence
Holmberg, Albert Hillman
Homer, Marian
Hork, Ethel Lillian
Hork, Julius L.
Horn, Edward
Humma, Martha
Humphrys, Francis
James, Robert
John, Myrtle M.
Johnson, Leonard A.
Kane, Alice M.
Larson, Ernest H.
Larson, Virginia M.
Lewis, Frances
Linn, David
Lipka, Otto
Luebs, Herbert L.
Mann, Martha
Markl, Alcey
Mason, Martha E.
Mavor, Jessie
Merten, Margaret Ann
Messick, Mead
Meyers, David
Morgan, Gwendolyn
Morrison, Gwendolyn
Mosher, Margaret Ella
Murdock, Velma
Murphy, Willard M.
McEwen, Margaret
Nealy, Nelson
Newbill, Nadine
O'Dell, Agnes
Palmer, Estherellen
Parsons, Mary
Patterson, Gertrude
Peck, Priscilla
Perrott, Leona
Peters, Louise
Reeve, Joseph
Rice, Adelaide F.
Rice, Carolyn
Riley, Cleo M.
Rotroff, David
Sander, Bertha
Schroeder, Henry
Sheehan, James Chester
Siebert, Chester E.
Skowbo, Margaret Marie
Spear, Jane Munn
Stanley, Virginia
Stavenger, Ella
Stein, Albertine
Stromberg, Concha
Tansey, Robert
Templeton, James
Thuma, William A.
Trainer, Dorothy
Ullrich, Elizabeth
Vaughan, John
Vermilyea, Earl John
Wachter, Myrtle
Waddington, Sydney
Waddle, Jean
Ward, Frances
Watts, Geraldyn
Wermuth, Elizabeth
Werner, Rollo
Wesemann, Adel
White, Pearl
Wilkinson, Mary S.
Williams, Lawrence
Wilson, Byron A.
Wleklinski, Graeme
Yeaton, Doris May

Diploma granted February 1, 1924 as of the class of 1923:

Brislane, Vincent

Diplomas granted August 1, 1924 as of the class of 1924:

Lane, Maude R.
Christopher, Mary

1925

Arthur Julius Ackerman
Frank A. Adams
Gladys Marie Arnold
William Francis Artman
George Edward Ashley
Frederic Norman Baer
Helen Irene Bain
Martha Jeanne Beeton
Helen Louise Black
Thomas Blenkinsopp
Sylvia Frances Bosh
Genevieve Buehler
Marie Agnes Buehler
Coleman G. Buford, Jr.
Isabelle Blanche Bunker
Theodore E. D. Burklund
Frances Burley
Helen Louise Carrel
Daisy Henrietta Christopher
Alice Margaret Churchill
Helen Luella Clark
Marcella Jean Connell
Marian Elizabeth Conrad
James Henry Coy, Jr.
Esther Estelle Dahlberg
John Henry Darby
John Wolfersperger Davis, Jr.
Robert H. Davis
Guilbert Farley Dufour
Jane Horton Dunn
Richard M. Eddy
Marsden John Elliott
Earle Fredrick Erion
Dorothy Elizabeth Evans
Kenneth Cuvrell Evans
Mary Borden Fletcher
Frances May Forbes
Elizabeth Lee Foster
Virginia Fouch
Mary Elizabeth Fox
Helen Fritz
Myrtle Grace Froom
Leslie C. Frye
William Louis Fuetterer
Marshall Fulkerson
Brooks Fuller
Lauretta Hannah Gale
Charles Albert Gates, Jr.
William Howard Gray
Elizabeth Perkins Hale
Stephen John Hansen
Gwendolyn Elizabeth Hautau
Elizabeth Way Haynes
George Calvin Hayward
Robert Beverly Herbert
Boyden William Hindman
Edna Rose Homouth
Mary Catherine Humma
Karl Otto Hunziker
Walter Everett Jacobson

Violet Anne Janota
Willis Abbott Johnson
Florence Rowena Johnson
Dorothy Mary Johnston
Helen Cecelia Johnson
Grace Marion Jones
Thelma Charlotte Kiest
Margaret V. Kirby
Elizabeth M. Knowles
Richard Henry Langdon
Elisabeth C. Leonard
Gilbert Hastings Lewis
Robert Crosby Linnell
Mary Louise Litsey
Marian F. Loomis
John Kleckner Luettich
Marrill Robert Lane
Mabel Bernadette Magnuson
Irene Elizabeth Mandel
Albert William Marchelya
Ruth Elizabeth Meade
Carroll Whitfield Merriken
John T. Mesich
Marjorie Irene Miller
Dorothy Mohr
Ethel Miriam Morgan
Glen E. Moorhouse
Mildred Christine Morine
Lois Neubacher
Dorothy May Nolan
Ruth Mary Northcott
Mary Frances Osgood
Melvin F. Pape
Nancy Louise Pagin
Raymond A. Papp
Louisa Frances Parker
Dorothy Ione Pense
Berlyn Pierce
Ilda Loring Pope
Howard Granville Reed
Clarence C. Rhoads
Beatrice Moreland Riffle
Warren Thomas Ross
Clarence Avery Rounds
Harold A. Rowley
Elizabeth Runyon
Bernadette Sceleth
Leone Ellen Schye
Margaret Lilian Schwenck
Marion Annette Simpson
Bernard Joseph Sims
Walter C. Skowbo
Dorothy T. Smelzer
Maurice Orin Smith
Emerson Lee Stanley
James Minott Stickney, Jr.
Elbert Franklin Stone
Gwendolyn E. Tamm
Bernice Melvina Thompson
David Melvin Thompson
Roger Gath Townsend
Gladys Earlene Trask
Stanley Carter Vial
Olga Birkhahn Werner
Elizabeth D. Wesemann
Henrietta M. Westphal
Gregory Booth Whipple
Elwood F. Whitchurch
Leila Senter Whitney
Russel Charles Whitney
Elizabeth Jane Woodbury
Edgar Berryhill Young
Hope Zimmerman
Charles Raymond Zink, Jr.
Otto Ernest Zuttermeister, Jr.

Diplomas Granted Since June 20, 1924:

Maude R. Lane
Mary Christopher Hazen Ames

Class of 1926

Jane S. Allen
Frank J. Allgaier
Ann Josephine Amato
Francis X. J. Amato
Dorothy Florence Ames
Harvey Clarence Anderson
James V. Azzarello
Charlotte Theodora Baer
Juno Arthura Baer
Marion Ruth Beckley
Albert Beenke
Edwin J. Belknap
Eunice Adele Bergstrom
Teddy H. Berquist
Frank J. Bestler
Arthur H. Bielby
James C. Bowman
Marie Frances Breen
Robert Elwood Bundy
Susanne Burdick
Edwin H. Busch, Jr.
Julia Carlson
Rayner E. Castrodale
Mildred B. Cheney
Frank Kent Clark
Virginia Lois Clark
Harry G. Collom
Robert Horace Collom
Gertrude J. Colwell
Willard Scott Denning
Karl C. Dod
Aurelia Jane Dorsee
Richard Dull
Richard Edwin Eaton, Jr.
Robert William Eckel
James C. Edwards
Marion Frances Eggert
Clarissa H. Ehrmann
Kenneth Eilert
Isadore Eiserman
Isabel Mary Evans
Ernest D. Fickel
Ruth Evelyn Fitz-Simons
Edwin F. Frantzen
Marion C. Freeberg
Bertha Beryl Freeman
Thelma Lillian Gessler
Frederic L. Goff, Jr.
Robert William Gough
Janet Graham
Grace Irene Griswold
Ethel Margaret Guilford
Lawrence H. Haase
Marjorie Hadley
Dorothy K. Hamm
Kenwood Hauter
Francis X. Hayes
Dorothy Virginia Henry
Mary Elizabeth Herzog
Stephen Burton Hilton
Hazel Livonia Hinde
Carolyn Ryerson Hocker
Dorothy Jane Hodge
Alice Ruth Honeyman
Olive Lissetta Horton
Catherine Belle Hugley
Robert Weber Hopkins
Harriet Hoyt
Delia Elizabeth Huntoon
Frederick Albert Innes

Julia Katherine Ipsen
Raymond Leonard Jirka
Martin Luther Johnson
Robert B. Johnston
Helen Elizabeth Jones
Lewis C. Jones, Jr.
Leslie F. Kamin
George Francis Kane
Mary Charlotte Keith
Lorraine M. Kiehl
Helen Marian Kirkwood
Kenneth C. Knight
Maxine Janice Kramb
John P. Kristofek
Jack H. Lacher
Ethel Marie Lane
Margaret Jane Lemon
Harry W. Leonard, Jr.
Ralph Albert Lindblom
Virginia Hazen Linn
Edgar Allan Luscombe
Barbara Louise Luse
Frances Kathryne Lyons
Martha Jeanette McEwen
Lois Jean McGregor
Peter D. Matheson
Eleanor Christine Matheson
Edith G. Mason
Carolyn Mead
Roberta Rogers Meese
Avalon Norma Merrill
Elmer J. Meyer
Myrtle G. Morine
Ruth J. Morrison
Graham S. Munn
Winifred Moshier Murphy
Marian Frances Nelson
Olive Marie Novotny
William Francis O'Dell
Evelyn Elizabeth Olson
Edward Harold Perrott
John Stantford Perry, Jr.
Lillian C. Polivka
Louisa Madelyn Pridmore
Edward C. G. Quebbeman
Jane Ailene Rall
Virginia Louise Raschke
Melvin Ira Reed
Harold William Riffle
Gladys May Rossman
Raymond S. Ruegnitz
Kathryn Sanders
Elmer L. Schroedeer
Walter Harry Schwenck
Helen R. Schwytzer
Virginia Gwendolyn Shephard
Crosby Tracy Smelzer, Jr.
J. Wallace Smith
Harry C. Southgate, Jr.
Carl O. Staley, Jr.
Earl Van Vachten Staley
Lucile Helen Stanek
Ernest Wood Stevens
James Pringle Stewart
Phebe Elizabeth Stewart
Anastasia M. Stolfa
Frank Stulik
Edwin J. Suddard, Jr.
Everett LeRoy Taylor
David Vaughan Thomas
Carmen C. Torres
Susan Townsend
Julia A. Trott
Kathryn Troxell
Marion Maxwell Wagstaff
Irene Gertrude Wehrmann
Donald C. Webber
Elvin Rudd Whitney
George Edward Winkelman
Mary Elizabeth Wood
Ethel Belle Wright
Margaret Annie Yeaton
Gordon Bushnell Zimmerman
Frederick Gilbert Zook
Winchell Reeve
Clair Malcolm Rice

DIPLOMAS GRANTED SINCE JUNE 10, 1926

Jessie Tatton
Harold Lemke
Vernon Nickless
John Fry

Class of 1927

George Abarbanell
Helen Adams
Miriam Allen
John Allgaier
Grace Ambler
Melvin Anderson
Eleanor Applegate
Gratia Armstrong
Robert Baer
Eugene Bailey
Charles Bain
Willard Banker
Jacob Barsumian
Sumner Bates
Gus Battalio
Otto Bazata
Ruth Beazley
Gwendolyn Beelman
Anne Bell
Paul Bestler
Ernest Bollnow
Virginia Boose
Loretta Breen
Francis Brydon
Robert Buford
Ruth Burdick
Bruce Campbell
Douglas Cannon
James Cave
Frank Chambers
Anita Cheesman
Dorothy Churchill
Josephine Clark
Ruth Clayton
Gladys Covelle
Barbara Coxe
James Croft
Jane Curtis
George Cutshall
John Davies
Clifford Davis
Helen Decker
James Diefenbach
Wilbert Doak
Albert Dodge
Marion Drew
Mildred Dugan
Robert Dunbar
Robert Duncan
Frances Durham
Marion Eddy
Lillian Elliott
Claude Evett
Marjorie Fogg
William Fox
Melvin French
Jack Gage
Harriett Galletch
Mary Gaston
Katherine Gilchrest
Clarence Gilkes
John Gordon
Helen Louise Graham
Warren Green

Louis Gregor
Ramona Gross
Sidney Gustavson
Garnet Hade
Leslie Harper
John Harvey
Elizabeth Haskett
Esther Haskett
Allan Hauter
Jane Hawkins
Margaret Hevenor
William Hilton
Thurman Hollenback
Grace Homer
Paul Hork
Lauretta Houlberg
Francis Huebsch
Herbert Hulsberg
Marion Hunt
Mary Louise Hunter
Burne Hunziker
Mary Elizabeth Hyde
John Innes
Elizabeth Jamieson
Martha Janota
Eric Janze
Harriet Johnson
Mary Olwen Jones
Jane Kidston
Norma Kissick
Keith Knopp
William Konovsky
Arnold Kristofek
Truman Larimore
Lillian Larson
Malcom LaRue
Gilmore Lee
Robert Lemon
Charline Leonard
Lenore Linehan
Oldrich Lipka
Virginia Loomis
Leona Ludwig
Helen Magnuson
James Mance
Albert Mandel
Elizabeth Martin
Mary Matthews
Leonard Meade
Walter Meima
Elmer Merle
Dorothy Merrill
Mildred Mersereau
Marion Mertz
William Meyers
Steven Mitana
Kenneth Mitchell
Thomas Mitchell
Grace Morgan
Dorothy Moyer
Erika Mueller
Elna Nelson
Joyce Newbill
Samuel Nichols
Ruth Nohe
Ella Owen
Ethel Owen
Frank Parizek
Glen Perrott
Maurice Pinchard
Louise Plutschow
Wright Prickett
Irene Purcell
Verna Rhoads
Naydean Robbins
Hannah Saft
Margaret Schad
Edward Schoof
Hazel Schroeder
Raymond Schroeder
Bernadine Schye
Emmett Shreffler
Delbert Siebert
Elmer Skowbo
Yvonne Small
Cedric Smith
Cornelia Smith
Dorothy Snyder
Frederick Soderberg
Elizabeth Stanyo
Wilhelmina Stanyo
DeForest Steineck
Alice Stevens
Helen Stone
Nina Swindall
Alonzo Taylor
Raymond Tewksbury
Lorence Thompson
Evelyn Titus
Mary Louise Touzalin
Celeste Towell
Herbert Wakefield
James Warner
Edith Washington
Louise Watson
Ada Weissbrenner
Muriel White
Betty Willett
Edward Williams
Sarah Williams
Louise Winkelman
Thaddeus Wleklinski
Ramona Wood
Vera Zuttermeister

Thirty-seventh Annual

COMMENCEMENT

Lyons Township High School

JUNE 14, 1928

HIGH SCHOOL AUDITORIUM

Organ Solo: Operatic Selections:
1. Grand March from "Aida."
2. Berceuse from "Jocelyn."
3. Trio and Finale from "Faust."

Myron Boehm, Organist.

Processional: "Pomp and Circumstance".....Elgar

Invocation:

Robert Zane,
President of Hi-Y

Violin Solo: "Minuet" ..... Bach-Winternitz
"Frasquita" ..... Lehar-Kreisler

Tom Smith
Miss Rose Morrison, Accompanist

Vocal: "Nymphs and Fauns".....H. Bemberg

Martha Patterson,
Mrs. Mary Pearce Niemann, Accompanist

Address: Dr. William H. Boddy,
Pastor, First Presbyterian Church, Chicago

Piano Solo: "Etude in B Flat".....Liszt

Margaret Davidson

Presentation of Class:

G. W. Willett, Principal

Presentation of Diplomas:

R. C. Fletcher,
President of Board of Education

Awarding of Honors

Class Song .....Virginia Wilmers

Recessional: "Coronation March" .....Meyerbeer

CLASS OFFICERS

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Text Book

Algebra I, Edgerton and Carpenter.

Algebra III, Edgerton & Carpenter—Second Course.

Algebra, College, Brenke.

Botany, Bergen and Caldwell—Practical Botany.

Bookkeeping, Toner and Elwell.

Chemistry.

Dull—High School Chemistry.

Dull—Laboratory Exercises.

Elementary Civics, Hill—Community Life and Civic Problems.

Commercial Arithmetic.

Commercial Geography, Smith—Commerce and Industry.

Commercial Law, Huffcut (Revised).

Domestic Art I, II—Girls' Problems in Home Economics—Trilling and Williams.

Economics—Fairchilds.

English II, Ward—Sentence and Theme.

English III, Newcomber and Andrews—Three Centuries of American. Poetry and Prose.

Carpenter—English Grammar.

English IV, Literature and Life—Book IV.

Century Handbook of Writing.

French I, Bovee—Premiere Annee de Francais.

French II, Bovee—Deuxieme Annee de Francais.

French III, Trois Comedies Francais.
Contes Gais.

General Science, Caldwell and Eikenberry, (Revised).

Geometry, Plane—Ford and Ammerman.

Geometry, Solid—Ford and Ammerman.

Modern History, Webster—Medieval and Modern European History.

American History, Muzzey—New American History.
Outlines by D. C. Bailey.

Latin I, Francois—Elementary Latin.

Latin II, Scudder—Second Latin.
Bennett—Latin Grammar.

Latin III, Johnson and Kingerey—Selected Oration and Letters of Cicero.

Latin IV, Knapp—Vergil.

Mechanical Drawing, Anthony—Mechanical Drawing.
Windows and Campbell—Architectural Drawing.

Office Practice—Office Training and Standards—McClelland.
Secretarial Studies, Corelle and Gregg.

Physics, I, Millikan, Gale and Pyle—Elements of Physics.

Physics II, Elementary Principles of Physics, Fuller, Brownlee & Baker.

Shorthand I, Gregg, (Revised).

Shorthand II, Gregg—Speed Studies.

Spanish I, De Vitis—Spanish Grammar.
Wilkins,—Beginning Spanish Reader.

Spanish II, De Vitis—Spanish Grammar.
Seneca—Spanish Conversation and Composition.
Amparo—Perez Escrich.

Trigonometry, Brenke.

Typewriting, Gregg Rational Typewriting.

Zoology, Lindville and Kelley.